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ABSTRACT

This social studies curriculum guide is designed to challenge academically talented middle school students, encourage them to acquire and use critical thinking skills, and recognize the importance of global awareness. Areas of study include Latin America and Canada for grade six, Europe, Asia, Africa, and Australia for grade seven, and U.S. history for grade eight. The instructional materials for each grade level include a map, course description and outline, goals, suggested time schedule, information sources and films, and suggested classroom activities. Additional resource materials include: (1) suggested instructional activities; (2) sources of free information about foreign countries; (3) addresses and phone numbers for foreign embassies; (4) a vocabulary list; (5) critical thinking skills and vocabulary for grade eight; (6) an explorers of the new world chart; (7) United States and world personalities, 1200-1881; (8) listings of U.S. presidents, Indiana governors, and Evansville (Indiana) mayors; and (9) U.S. history reference sources. (DJC)

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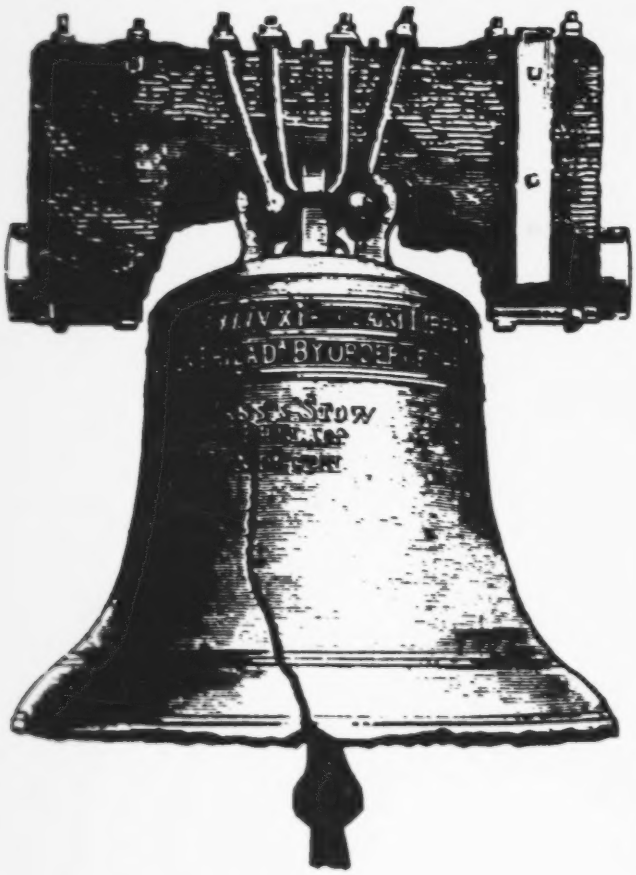
SOCIAL STUDIES

for

Academically Talented Students



Grades 6 - 8

MIDDLE SCHOOL

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EVANSVILLE, INDIANA 47708

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INSTRUCTIONAL GUIDE

FOR

SOCIAL STUDIES FOR ACADEMICALLY TALENTED STUDENTS
MIDDLE SCHOOL

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EVANSVILLE-VANDERBURGH SCHOOL CORPORATION

Evansville, Indiana

1988-89

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Richard J. Borries	Supervisor of Social Studies
Sue Buttrum	Washington Middle School
Robert Patry	Plaza Park Middle School
Ira Harris	Glenwood Middle School

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PHILOSOPHY AND GOALS
OF THE EVANSVILLE-VANDERBURGH SCHOOL CORPORATION

PHILOSOPHY

The philosophy of the Evansville-Vanderburgh School Corporation is to support, through education, the development of individuals, according to their abilities, to become informed, responsible, and productive members of society.

Education provides experiences for students to acquire knowledge and skills as well as positive attitudes and values. Through education, students have opportunities to develop a commitment to self-discipline and the acceptance of responsibility for self and others.

The Evansville-Vanderburgh School Corporation recognizes that education is a cooperative enterprise; the home, the school, and the community share in this responsibility for education.

GOALS

CITIZENSHIP

To prepare students to become effective and adaptive citizens of a changing society by developing self-respect, by encouraging acceptance of different social, cultural, political, and ethnic groups, and by instilling understanding, appreciation, and respect for democracy.

INTELLECTUAL ACHIEVEMENT

To assist students in the attainment of knowledge and skills, in the development of intellectual curiosity, and in the understanding and appreciation of human achievement in the arts, humanities, and social and natural sciences.

CREATIVITY

To provide students opportunity, encouragement, and desire to develop creative potential for the cultural and technological progress of society.

OCCUPATIONAL AND ECONOMIC COMPETENCY

To assist students in the development of a respect for the dignity of work, an awareness of skills and abilities required for a wide range of occupations, the preparation for a saleable skill, and a competency in the application of economic knowledge to the management of personal affairs in an increasingly complex society.

HEALTH AND SAFETY

To instruct students in the knowledge and practice of health and safety habits that will promote sound mental, physical, and emotional health.

MORAL AND ETHICAL VALUES

To develop in students the moral and ethical attitudes which will permit them to demonstrate such qualities as fairness, justice, tolerance, courtesy, kindness, and honesty.

FAMILY MEMBERSHIP

To provide students with an understanding and respect for the values of the family structure and the sheltering environment of the home.

LEISURE TIME

To provide students with opportunities for the development of meaningful interests, leading toward participation in a range of physical, intellectual, and creative leisure-time activities.

INTRODUCTION

This enrichment guide represents an effort to challenge academically talented students to achieve beyond the required curriculum guidelines. These students will be encouraged to use critical thinking skills, develop a broad base of information and recognize the importance of a global awareness. Furthermore, the academically talented student will acquire skills to organize multiple sources of research for making factual decisions. Above all, the project's intent is to stimulate student interest in Social Studies classes by using a variety of instructional methods.

K-12 DIFFERENTIATED DISTRICT-WIDE STUDENT GOALS

- The gifted and talented students will maximize their potential through a differentiated curriculum which will accelerate and enrich their experiences and will allow them to become independent, self-directed learners.

- The gifted and talented students will become uniquely aware of the relationships among the various disciplines through instruction and by pursuing self-directed projects which will creatively illustrate those interrelationships.

- The gifted and talented students will develop an awareness of their community responsibilitites by consistently using higher-level thinking processes while analyzing the reasons for and seeking original solutions to problems in their environment.

- The gifted and talented students will become aware of their giftedness and will appreciate their uniqueness as gifted individuals while also appreciating the likenesses and differences between themselves and others.

- The gifted and talented students will develop, by being exposed to advanced content, an appreciation for research skill and methods of inquiry by which they can challenge existing ideas and postulate new ones.

HORIZONS K-12 GIFTED AND TALENTED PROGRAM

Evansville-Vanderburgh School Corporation

GENERAL PRINCIPALS OF DIFFERENTIATED CURRICULUM

1. Encourage personal growth in attitude, appreciation, and feelings while developing self-understanding by recognizing and using one's abilities, becoming self-directed, and appreciating likenesses and differences between oneself and others.

2. Present accelerated or advanced interdisciplinary content that is beyond the prescribed curriculum with mutually reinforcing experiences within the area of study.

3. Integrate basic skills with comprehensive content that is related to broad-based issues, themes, or problems.

4. Provide and assist students in becoming actual investigators of real problems or topics by using the inquiry method directed toward producing products that challenge new and existing ideas.

5. Provide students with opportunities for taking an active part in formulating problems to be investigated through development or research skills and methods of inquiry.

6. Develop productive, complex, abstract, and/or higher level thinking while allowing for in-depth learning using independent or self-directed study skills.

7. Focus on divergent open-ended tasks.

8. Evaluate student outcomes by using appropriate and specific criteria through self-appraisal, criterion references and/or standardized instruments.

TO TEACHERS:

This curriculum has been developed to provide differentiated instruction for academically talented Social Studies students. The essential goals were to provide teachers with the opportunity to review current Social Studies instruction and enhance the core curriculum with challenging materials designed to encourage critical thinking. The committee's intent was to produce a "working model" that would be a flexible tool to use in the classroom.

REQUIRED MATERIALS

Course Title: United States History (1763-1877) Grade 8

Course Description:

The course, United States History (1763-1877), examines the growth of the United States by focusing on the American Revolution, the development of our democratic systems of government (state and national), the territorial expansion of our country, the growth of nationalism, the sectional issues which divided the country and the nation's efforts to heal itself following the Civil War. The economic, social, cultural and political forces which help shape our nation will be identified and studied. The course will include instruction to the Indiana and United States Constitutions. Geography skills, critical thinking skills and communication (written, oral, social) skills will be emphasized. Student participation in the local History Day is encouraged.

To assist teachers in integrating key economic concepts in their teaching, the Kokomo-Center Township Consolidated School Corporation's economic unit for seventh and eighth grades has been included in the seventh grade section of this guide.

The Indiana General Assembly has mandated that all social studies classes, grades 6-12, must spend a minimum of five class periods prior to each general election for instruction in the election process.

Textual Materials:

Graff, Henry F., This Great Nation, A History of the United States
Riverside Publishing Company, 1985

Teacher's Resource Materials

Indiana Studies: Hoosier History, Government and People, Vol II
Edited by C.F. Risinger for the Indiana Council for the Social Studies

Supplementary Materials:

George Rogers Clark Teaching Unit
Indiana Department of Education

GOALS

After studying United States History (1763-1877), students will:

Textual/Content Topics

- Gain knowledge of the United States' historical development from 1763 to 1877 through the Reconstruction Era
- Recognize the relationship of past, present and future
- Identify the historical roots of the social, political, economic and cultural systems
- Gain knowldege of the United States and Indiana Constitutions

Citizenship/Law-Related Education

- Participate in creating an environment that facilitates learning
- Respect the rights and opinions of others
- Accept responsibility
- Appreciate the constitutional/legal basis of the United States' government and individual involvement
- Recognize the need for citizen involvement in a democracy
- Appreciate and respect the contributions of various ethnic and national groups to the United States
- Understand and respect authority
- Recognize the need for law, the process of law-making and the applications of constitutional law and change in specific instances (amendments, important court cases in United States history)

Economics

- Understand the historical background of the United States' economic system
- Recognize and understand economic concepts and apply them to current situations
- Recognize the impact of economics on the development of the United States
- Gain knowledge of our economic system and how it works

Geography

- Identify and locate the major rivers and cities of Indiana on a map of Indiana
- Identify the seven continents, the nations of the world, major river systems and the oceans on maps
- Extend their use of geography skills through the study of the United States
- Gain knowledge of geographic locations associated with the historical development of the United States
- Recognize the interaction between humans and their environment
- Identify and locate on a map of the United States all states and capitals

Global Studies/Current Events

- Recognize persons, places, and events of current significance and their relationship to content topics and historical events
- Interpret and evaluate news articles, editorials, and editorial cartoons
- Recognize the role of the United States in current global and domestic issues

Career Awareness

- Develop an awareness of various career opportunities associated with course content
- Recognize the relationship among personal interests, aptitudes and careers
- Compare career opportunities of the past, present and possible ones in the future
- Develop an awareness of the relationships between career opportunities scholastic achievement, and attendance

Chronology

- Develop time lines of key events in their lives and in the development of the United States
- Recognize the importance of chronology in understanding the development of United States history
- Identify the effects of each period of the past and succeeding periods and that historical objectivity increases with the passage of time

Written/Oral/Social Communication

- Gain skill in using primary and secondary source materials
- Develop comprehension in reading textbooks and supplementary materials
- Distinguish between fact and opinion and be able to evaluate the evidence on which a position is based
- Identify purpose and/or bias in written materials
- Develop the ability to answer questions in complete sentences and paragraphs
- Read and construct tables, graphs, charts, cartoons, maps and time lines
- Use data base programs in studying key persons, events and movements related to United States history
- Prepare a report or project for the local History Day
- Expand their vocabularies by defining and spelling words consistently in writing assignments
- Extend their skills in outlining appropriate material
- Write essay answers of one or more paragraphs, brief reports, book reports

COURSE OUTLINE: CONTENT

Basic Geography skills should be reviewed and mastered as students progress through their study of U.S. History from 1763 through 1877. Ninth grade U.S. History will cover U.S. History from 1877 to the present.

First Report Period

This Great Nation	Pages
I. Unit Two	
A. Chapter 5 - The Anglo-French Wars for Empire	
1. Rivalry in North America	104-111
2. The French and Indian War,	111-121
B. Chapter 6 - A New People	
1. The Colonial Economy	126-133
2. Colonial Policies of Great Britain	136-140
3. Opposing Views	141-146
II. Unit Three	
A. Chapter 7 - The Revolutionary War	
1. The Colonists Unite	154-158
2. From Rebellion to Independence	159-171
3. A Hard Road to Victory	173-182
B. Chapter 8 - A Confederation of States	
Peace at Last	186-190

Second Report Period

This Great Nation	
I. Unit Three	
A. Chapter 8 - A Confederation of States	
1. Monarchy	73
2. Government in the English Colonies	101
3. The Declaration of Independence	167-171
4. Government Under the Articles of Confederation	191-199
B. Chapter 9 - A New Constitution	
1. The Constitutional Convention	204-213
2. A More Perfect Union	216-225
3. Supreme Law of the Land	230

	Pages
4. The Constitution of the United States	231-260
a. Preamble	231
b. Article 1: The Legislative Branch	231-241
c. Article 2: President and Executive Branch	241-244
d. Article 3: Supreme Court and Judicial Branch	244-246
e. Judicial Review	293
f. Regulation of Monopolies	467
g. Delegation of Powers	563
h. A Balance of Rights	718
i. Articles 4 through 7	246-248
j. Bill of Rights	249-251
k. Citizen Rights During Wartime	388
l. Freedom of Speech	
m. Separate but Equal	624
n. Other Amendments (11 to 20)	252-260
C. Hoosier History, Government, and People	
1. Time Line	105
2. Introduction to Unit II	106
3. The Reasons Why the 1816 Constitution Failed	108-128
4. The Convention Delegates Meet	129-165
5. Analysis Features of the Second Constitution	166-205

Third Report Period

This Great Nation

I. Unit Four	
A. Chapter 10 - The Federalist Period	
1. The First Presidency	264-272
2. President John Adams	273-282
B. Chapter 11 - The Virginia Dynasty	
1. Thomas Jefferson	286-293
2. James Madison	294-300
3. James Monroe	300-304
C. Chapter 12 - The Developing Nation	
1. A Nation on the Move	308-315
2. The Jacksonian Period	318-322
3. Expansion into the Far West	322-328
II. Unit Five	
A. Chapter 13 - An Era of Failed Compromises	
1. Slave vs Free States	336-344
2, Prelude to War	345-354

Pages

Fourth Report Period

This Great Nation

I. Unit Five

A. Chapter 14 - The Civil War
1. The Sides are Drawn 358-363
2. The Battle Fronts 364-375

B. Chapter 15 - Reconstruction
1. Reuniting the Nation 380-387
2. Life During Reconstruction 389=396

II. Unit Six

The Moving Frontier:
Linking the Coasts 404-411
The Great Plains 414-423

OBJECTIVES OF ENRICHMENT

1. To develop critical thinking and inquiry skills
2. To develop the ability to gather information from several sources and organize it for analyzed conclusions
3. To develop extensive knowledge and awareness of world affirs.
4. To develop a greater understanding of the student's individual abilities
5. To develop cooperative effort skills
6. To broaden the scope of the student's ability to change in a complex, high-tech society

CURRENT EVENTS

Our world today seems much smaller than it was fifty years ago. Advances in telecommunications brings world events right into our homes. With the emergence of this global network, academically talented students must develop a keen awareness of world affairs. Therefore, it is critical that a wide variety of current events resources be included in classroom instruction on a regular basis.

COMPUTER-ORIENTED ACTIVITIES
FOR SOCIAL STUDIES

The computer lends itself to many activities in the field of Social Studies. Social Studies software programs are available for virtually every brand of computer.

In recent years the computer industry has pretty well stabilized. During the early 1980's it seemed that a new computer design with an entirely different and incompatible format was being introduced every week.

It was inevitable that there were too many designs, and the shakeout started during the mid 1980's. By the time this is being written in the late 1980's, there are only three or four basic formats insofar as school-oriented computers are concerned.

IBM and its clones dominate the higher echelon. They tend to be business-oriented, yet third-party software companies have cross-programmed many Social Studies software programs for the IBM format. IBM has made an effort to sell special models to schools, and I am sure software will follow. Many surplus IBM PC Jr. units have been sold to Elementary schools with support in software which will also work with the other IBM units.

Early in the era of computer-assisted instruction APPLE jumped ahead by getting involved in Middle School and High School software. Their format probably still holds the lead in the number of software programs available in education. Commodore has made gradual gains in the number of educational software programs available. Of late many third-party companies have made programs available for the Commodore 64 and 128, but Elementary and Middle School programs are areas where Commodore is best represented.

Today the gap is closing. Software manufacturers have cross-programmed to the extent that most software programs are available in all three formats. The limiting factor seems to be the amount of RAM...random access memory... resident in the computers. IBM and some Apples have 640,000 bytes of memory while some earlier models of both the IBM and Apple as well as the Commodore 64/128 have as little as one-tenth of that capacity. This limits some more sophisticated software programs to the larger units.

New computers are still--and will continue--making their debuts. Luckily for educators, the new entries tend to be business and drafting oriented and their formats, while not compatible, are not the ones we will see in Middle School in the near future.

IMB's Systems PS/2 is designed for business (but will handle present MS-DOS programs). Commodore's Amiga is also aimed at business and professional graphics, as is Apple's MacIntosh. None of these is likely to appear in the Middle Schools soon. They are being used in the High School for special areas such as typesetting, graphic design, desktop publishing, etc.

- Computer Assisted Instruction:

One type of Computer Assisted Instruction includes software packages that tutor or actually teach. The package takes the student through the material one step at a time, checking to make sure that the student understands each concept before going on to the next. Special help is provided for students who are experiencing special problems.

Another type of CAI deals with drill. A drill level is established, and a series of examples is presented one at a time. Provisions are sometimes made for record keeping and review of examples where correct responses are not given.

Educational games provide instruction using a game format. Points are given for correct answers. Animation is often used and playing is somewhat similar to video games. The difference lies in the educational goal of the game. Other games include vocabulary exercises such as "Hangman" or "Word Search."

Testing can be accomplished through Computer Assisted Instruction. Multiple choice questions lend themselves to testing by computer. Computer testing is especially useful for teachers using individualized instruction where each student takes the test when he is ready. Student scores are made available for the teacher to use.

Some software packages use the computer as a tool in making demonstrations. Territory acquisitions, population shifts, exports and imports are just a few applications that can use the computer for demonstration purposes.

Applications Software:

Applications software refers to packages which assist in preparation of materials. They include word processors, spreadsheets, and data bases. The most commonly used applications package is the word processor. It is useful in Social Studies in the same way that it is used in other areas--writing reports, making class newspapers, making lists, making study guides and tests. By using a spelling checker with the word processor, the text can be easily scanned for incorrect or unusual words.

Spreadsheets can be used to provide a gradebook for the teacher. It will add scores, compute averages, and convert them to grades. Spreadsheets also provide a good way to display data in a chart format. Some spreadsheets will develop and display or print out graphs and time lines.

Data Bases are computerized filing systems. They can be used in Social Studies in several ways. Vital statistics on countries or states can be input and called up and/or printed out. Many teachers use pre-programmed templates and have students research and input the information desired. A similar format can be used for Presidents and their cabinets; battles of various wars, etc.

Simulations:

Simulations are program formats which closely duplicate real life situations. An attempt is made to make the simulation are life-like as possible. The student is given a set of parameters and must make decisions based upon them.

The Evansville-Vanderburgh Schoool Corporation Computer Resource Center publishes a Software Listing that is updated periodically. It lists the software programs which are available at the Computer Resource Center. Software can be checked out for preview by teachers in the school corporation. We will not go into reviews of specific programs since the list is always being expanded. We suggest that the teacher use the current Software Listing to select software that will fit his needs.

The school corporation currently has two computer contact teachers who will assist the teacher with selection of software packages. They will alsc furnish ideas that can be used with software you may have or to which you may have accœss.

Another source of software information is:

Teaching United States History
Kendall-Rooney Publishing Co.
90 Lafayette Avenue
Sea Cliff, NY 11597

THINGS YOU SHOULD DEMAND WHEN BUYING EDUCATIONAL SOFTWARE

When selecting and evaluating educational software equipment, keep in mind the following points that the teacher can and rightfully should expect from software programs. The first ten items are absolute musts for every educational software program.

Remember that if you purchase only quality software, you will encourage designers of that software to continue producing high quality programs. If you refrain from purchasing programs which are not educationally sound, the producers will hopefully get the message. Let them know what you want by the choices you make.

Does Software use Appropriate Upper and Lower Case Letters?

As educators, we spend twelve years of a child's life teaching the proper use of upper and lower case letters. The examples we use to teach our students should follow the same model. We must demand if from our software.

Does Software use Correct Grammar and Puncutation?

As obvious as this might seem, sometimes people are more willing to excuse mistakes in computer software just because it is on a computer. Don't accept that premise. Demand at least the quality from software that you do from other educational materials. Amazingly enough, there are still top-selling commercial programs that are guilty of poor grammar.

Does Software Provide Positive Feedback?

Teachers have neither the time nor the memory to praise each student every time thinking skills are shown or correct answers are given. The computer can and should do this. A student should always know when the proper answer has been given or the desired end result has been reached. A software program should certainly never humiliate or degrade a student. Many early programs did just that, and a few current programs still do.

Is Software Crash-Proof?

Software should run smoothly and nothing in the program itself should cause it to stop working, go blank, or give a response that is not understandable. Software should not "CRASH!"

Does Software Tell You What Hardware is Needed?

Nothing is more disconcerting then spending hard-to-come-by budget money on software only to find that the program will not run on your machine because it lacks the appropriate hardware (joystick, printer, dual drives, etc.). The documentation packaged with the program should clearly list what is needed for the program to operate properly.

Does Software Give Accurate Information?

Teachers often assume that the information used in a program will be accurate. This may or may not be true in a given program. It is something that teachers should certainly demand.

Can Software be Repeatedly Used Without Boredom?

It is expected that software can be used by an individual student more than once without getting an exact repeat of the program first presented. To do so would cause boredom on the part of the student.

Does Software Display Have Distractions?

Software programs should not have extra bells and whistles or flashing gimmicks which distract the student from the skill on which he is working. Such features should be limited to the immediate work area to guide the students' eye. The amount of text or information on the screen at any given time should be controlled. Too much text tends to be confusing. Each screen should be both aesthetically pleasing and functional.

Is Software Readability Consistent and Appropriate?

Readability levels should be consistent within software programs. The reading level should also be consistent with the interest level of the program. Programs designed for preschoolers should not have screens filled with text.

Seven Additional Items to be Considered:

Sound Control - The addition of sound to a software program can be extremely valuable, but the teacher should have control of both the decision to use it and the volume at which it is used. This will vary from situation to situation.

User Controlled Screen Advance - It is essential that the user have control of screen advance, when to go from one screen to another. This will allow readers at various levels to use the program at their own speed. It will also provide for those "all too frequent" interruptions.

Self Explanatory Software - As soon as a computer is turned on, a student should be able to begin the program. Appropriate instructions should be given as the student progresses. Documentation should not have to be fully studied before the computer is approached. Good programs should be able to stand alone.

Easy to Learn - Software programs should be relatively simple to learn. The student should be able to concentrate on the skill being studied, not on all of the idiosyncrasies of the computer.

Graphics with a Purpose - Many commerical programs fill a screen with bursts of color or designs that are totally unrelated to the program. The teacher should analyze software as he/she would a textbook.

Teacher Modification - Software programs that can be modified by the teacher are sometimes very useful. These programs may allow the addition of a teacher's own problems or information. They may allow for the teacher to edit a student's writing or to control the level of difficulty. This allows for more individualized instruction. Being able to control the difficulty level within a program certainly allows for more individuality and more use from the disk as student's "grow" with the program.

Reteaching Consistently Wrong Answers - This applies mostly to drill and practice programs. The teacher needs to decide before purchase if it is desirable to have the program reteach consistently missed answers or if the teacher is to make the decision. Sometimes a combination of the two is available with control being determined by the teacher. Before buying software the teacher should be aware if the programs will or will not reteach or give additional practice in these areas. This is important when planning so lessons can be planned accordingly.

Ideas above used with permission by Jill Feuerhelm from her article "What You Should Demand From Educational Software"
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U.S. HISTORY

1763 - 1877

Eighth Grade

Suggested Lessons

REQUIRED MATERIALS

Course Title: United States History (1763-1877) Grade 8

Course Description:

The course, United States History (1763-1877), examines the growth of the United States by focusing on the American Revolution, the development of our democratic systems of government (state and national), the territorial expansion of our country, the growth of nationalism, the sectional issues which divided the country and the nation's efforts to heal itself following the Civil War. The economic, social, cultural and political forces which help shape our nation will be identified and studied. The course will include instruction to the Indiana and United States Constitutions. Geography skills, critical thinking skills and communication (written, oral, social) skills will be emphasized. Student participation in the local History Day is encouraged.

To assist teachers in integrating key economic concepts in their teaching, the Kokomo-Center Township Consolidated School Corporation's economic unit for seventh and eighth grades has been included in the seventh grade section of this guide.

The Indiana General Assembly has mandated that all social studies classes, grades 6-12, must spend a minimum of five class periods prior to each general election for instruction in the election process.

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Teacher's Resource Materials

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Edited by C.F. Risinger for the Indiana Council for the Social Studies

Supplementary Materials:

George Rogers Clark Teaching Unit
Indiana Department of Education

GOALS

After studying United States History (1763-1877), students will:

Textual/Content Topics

Gain knowledge of the United States' historical development from 1763 to 1877 through the Reconstruction Era
Recognize the relationship of past, present and future
Identify the historical roots of the social, political, economic and cultural systems
Gain knowldege of the United States and Indiana Constitutions

Citizenship/Law-Related Education

Participate in creating an environment that facilitates learning
Respect the rights and opinions of others
Accept responsibility
Appreciate the constitutional/legal basis of the United States' government and individual involvement
Recognize the need for citizen involvement in a democracy
Appreciate and respect the contributions of various ethnic and national groups to the United States
Understand and respect authority
Recognize the need for law, the process of law-making and the applications of constitutional law and change in specific instances (amendments, important court cases in United States history)

Economics

Understand the historical background of the United States' economic system
Recognize and understand economic concepts and apply them to current situations
Recognize the impact of economics on the development of the United States
Gain knowledge of our economic system and how it works

Geography

Identify and locate the major rivers and cities of Indiana on a map of Indiana
Identify the seven continents, the nations of the world, major river systems and the oceans on maps
Extend their use of geography skills through the study of the United States
Gain knowledge of geographic locations associated with the historical development of the United States
Recognize the interaction between humans and their environment
Identify and locate on a map of the United States all states and capitals

Global Studies/Current Events

Recognize persons, places, and events of current significance and their relationship to content topics and historical events
Interpret and evaluate news articles, editorials, and editorial cartoons
Recognize the role of the United States in current global and domestic issues

Career Awareness

Develop an awareness of various career opportunities associated with course content
Recognize the relationship among personal interests, aptitudes and careers
Compare career opportunities of the past, present and possible ones in the future
Develop an awareness of the relationships between career opportunities scholastic achievement, and attendance

Chronology

Develop time lines of key events in their lives and in the development of the United States
Recognize the importance of chronology in understanding the development of United States history
Identify the effects of each period of the past and succeeding periods and that historical objectivity increases with the passage of time

Written/Oral/Social Communication

Gain skill in using primary and secondary source materials
Develop comprehension in reading textbooks and supplementary materials
Distinguish between fact and opinion and be able to evaluate the evidence on which a position is based
Identify purpose and/or bias in written materials
Develop the ability to answer questions in complete sentences and paragraphs
Read and construct tables, graphs, charts, cartoons, maps and time lines
Use data base programs in studying key persons, events and movements related to United States history
Prepare a report or project for the local History Day
Expand their vocabularies by defining and spelling words consistently in writing assignments
Extend their skills in outlining appropriate material
Write essay answers of one or more paragraphs, brief reports, book reports

COURSE OUTLINE: CONTENT

Basic Geography skills should be reviewed and mastered as students progress through their study of U.S. History from 1763 through 1877. Ninth grade U.S. History will cover U.S. History from 1877 to the present.

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B. Chapter 6 - A New People
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II. Unit Three

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2. From Rebellion to Independence 159-171
3. A Hard Road to Victory 173-182

B. Chapter 8 - A Confederation of States
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Second Report Period

This Great Nation

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II. Unit Six

The Moving Frontier:
   Linking the Coasts 404-411
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OBJECTIVES OF ENRICHMENT

1. To develop critical thinking and inquiry skills
2. To develop the ability to gather information from several sources and organize it for analyzed conclusions
3. To develop extensive knowledge and awareness of world affirs.
4. To develop a greater understanding of the student's individual abilities
5. To develop cooperative effort skills
6. To broaden the scope of the student's ability to change in a complex, high-tech society

THE CONSTITUTIONAL CONVENTION
MAY TO SEPTEMBER 1787

In February of 1787, the Articles of Confederation Congress calls for a new convention to revise the Articles of Confederation. Seven states had agreed to send representatives before the request, and five more states followed suit. In May of 1787, in Philadelphia, Penn., twelve states meet; Rhode Island does not send representatives. The states chose 73 representatives; 55 gathered; and about 40 attended regularly.

The 55 Representatives

GEOGRAPHY: Most areas were represented. Every important center of commerce and politics was represented. Frontier areas were the least represented (possibly because of anti-nationalist feeling, sparse settlement, and political inaction). The membership showed a high degree of mobility (8 were born outside the USA; 16 represented states they were not born in; at least 18 spent a year or more working or studying abroad. New Hampshire-Massachusetts-Virginia sent "pure' delegations of native sons).

POLITICS: Of the thirty stable factions in state politics, all except six were represented. Those in the city areas were over-represented, while the rural areas had poorer representation. Some who were elected chose not to attend. Such well-known men as Patrick Henry, Sam Adams, Thomas Jefferson, John Adams, and Thomas Paine did not attend for various reasons. Most were there because they wanted to be and also to give a boost to the nation. Almost all were leaders in their states.

WEALTH: Thirty were considered to be "well-to-do" to rich; 15 were considered to be "comfortable;" and 9 were of "modest to very modest means."

Ten had invested in city real estate.
Twelve had western lands for speculation.
Twenty received income from cultivated land.
Twenty-five had at least a few slaves.
Eight had money in bank securities and loans.
Six had ships at sea.
Three had manufacturing investments.
Perhaps two dozen had state and national securities.

CALLING:
Thirteen were planters
Fourteen were lawyers (Half were also involved in other activities)
Two were small farmers
Eight were merchants
Twelve were state office-holders
Three were physicians
One retired printer and diplomat
One retired lawyer, becoming an educator
One Jack-of-all-trades
One impossible to classify (James Madison)

RELIGION: Generally, there was not a strong religious motivation. Most could take or leave religion. These men were highly rationalistic and even secular in in spirit.

AGE: The average age of the entire convention was just over 43 years of age. The age of the two dozen or so delegates, of whom most was expected, was just over 45 years. Ben Franklin was the oldest at the age of 81 years.

EDUCATION: Twenty-six had graduated from college. Four or five others had attended college. Almost three dozen had spent time in one of the "law schools" (working in the office of an established attorney).

EXPERIENCE: Every man had been on the public payroll at one time. Three had served in the Stamp Act Congress. Seven were in the first Continental Congress. Eight signed the Declaration of Independence. Five fought against the British. At least thirty had done some type of military duty with half being seasoned veterans. Forty-two had served at one time or the other in the Congress of the United States. All but two or three had served as state or colonial officials. Perhaps twenty had helped to write their state constitutions.

At the convention, there were two major obstacles to overcome. First, they had to alay the fear that a strong national government would seize excessive power and be controlled by a few wealthy men. The second obstacle was the strong rivalry between the states.

The meetings were closed in the hope that the delegates would speak freely and be unafraid to express their views. Official notes of the proceedings were kept, but were not released until 1818. James Madison kept an unofficial record of the meetings. Taking notes during the meetings, Madison would then write them out in long-hand at night. Madison's notes, more complete than the official record, weren't released until his death in 1836.

Constitution of the United States of America

1. The government of the United States of America is a_____.
2. Our type of democracy is a_____.
3. The general principles upon which our government is founded are known as _____.
4. Where governmental authority is divided between a central government and the states governments, the system is known as a_____.
5. A forerunner to the constitution of the United States was the_____ _____.
6. The convention for the drafting of a constitution was held in the city of _____.
7. The constitutional convention completed its work in the year_____.
8. _____was called the Father of the Constitution.
9. Define a republican form of government._____
10. Define popular sovereignty._____
11. Define democratic government._____
12. Define separation of church and state._____
13. What is Federalism?_____
14. What is the Bill of Rights? Explain._____
15. What is meant by Separation of Powers?_____
16. Memorize the preamble to the constitution.
17. Our constitution provides for the following branches of the government the _____and the _____
18. All legislative powers are invested in congress which shall consist of a _____ and a_____
19. Senators are elected for a term of _____years.
20. A representative to the Congress of the U.S. must be at least_____ years of age.
21. Members to the House of Representatives are elected every_____years.
22. A representative to Congress must have been a citizen for _____ years.

23. A representative must be a _____of the state from which he is elected.

24. The chairman of the House of Representatives is called the_____.

25. The number of representatives any state may have depends upon its_____ _____.

26. How are the number of Representatives to Congress determined?_____

27. When the Constitution was written, slavery was legal in the colonies. What compromise was made for counting slaves?_____

28. What is the number of your congressional district?

29. Name the Representative of your district to Congress._____

30. There are _____U.S. Senators for each state.

31. A Senator to the Congress of the United States is elected for a period of _____years.

32. To qualify for a U.S. Senator, a person must be _____years of age.

33. A U.S. Senator must have been a citizen for ____ years prior to election.

34. The presiding officer of the U.S. Senate is the _____.

35. Trace the steps in passing a law in the U.S. Congress.

36. The highest office of the executive branch of the U.S. is the _____.

37. The President of the U.S. is assisted by an appointed group called the _____.

38. At the present time there are _____departments in the President's cabinet. Name them.

39. The highest office in the Judicial Branch of the U.S. is the_____.

40. The Supreme Court consists of _____members.

41. The President of the U.S. is _____. Full name and the spelling must be correct.

42. The Vice-President of the U.S. is_____. Full name and the spelling must be correct.

43. The present Chief Justice of the Supreme Court is_____

44. The present Speaker of the House of Representatives is_____

45. There are_____amendments to our nation's Constitution.

46. The first ten amendments to our nation's Constitution are called the _____.

47. Amendments 13, 14, 15 of the U.S. Constitution deals with_____
_____

48. The method of electing_____ was changed by Amendment 17.

49. What amendment is known as the Bolsted Act?_____What is it?

50. Why is Amendment 19 of special interest to women?

51. Can the President of the U.S. serve more than two elected terms?

52. Who was President when the amendment repealing National Prohibition was passed?_____

53. Where is the Supreme Court of the U.S. located?

54. Name four political parties in the United States.

George Rogers Clark Teaching Unit

This teaching unit has been produced under the direction of the Indiana Department of Education. It is a large unit with an abundance of material. Included in the unit are maps, projects, illustrations of forts and homes, lists of resources, a list of those with George Rogers Clark, and information on George Rogers Clark.

The unit is very worthwhile and should be perused by each of us. This unit may be used for special projects, extra assignments, enrichment, or focusing on the Midwest. Copies should be available in each school. Contact the social studies supervisor for additional information.

CIVIL WAR FACT SHEET

I. Confederate States

A.	Virginia	April 17, 1861	Seceded
B.	Georgia	January 19, 1861	"
C.	Florida	January 10, 1861	"
D.	Alabama	January 11, 1861	"
E.	Arkansas	May 6, 1861	"
F.	Texas	February 1, 1861	"
G.	North Carolina	May 20, 1861	"
H.	South Carolina	December 20, 1860	"
I.	Tennessee	May 7, 1861	"
J.	Mississippi	January 9, 1861	"
K.	Louisiana	January 26, 1861	"

II. Border States

A. Kentucky
B. Missouri
C. West Virginia
D. Maryland
E. Delaware

III. President and Vice President

A. Union President: Abraham Lincoln
Union Vice President: Hannibal Hamlin, Andrew Johnson

B. Confederate States of America President: Jefferson Davis
Confederate States of America Vice President: Alexander H. Stephens

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CIVIL WAR TIMELINE

DATE	BATTLE	STATE
April 14, 1861	Fort Sumter	South Carolina
July 21, 1861	First Manassas (First Bull Run)	Virginia
August 10, 1861	Wilson's Creek	Missouri
January 7, 1862	Wilmington	North Carolina
February 6, 1862	Forts Henry and Donelson	Tennessee
March 8, 1862	Monitor vs Merrimac	Virginia
April 6, 7, 1862	Shiloh	Tennessee
May 1, 1862	New Orleans	Louisiana
May 31-July 1, 1862	Seven Pines (Fair Oaks Station)	Virginia
June 25-July 1, 1862	Seven days	Virginia
June 26	Mechanicsville (Beaver Dam Creek)	
June 27	Gaines's Mill	
June 29	Savage Station	
June 30	Fraysers Farm	
July 1	Malvern Hill	
August 29-30, 1862	Second Manassas (Second Bull Run)	Virginia
September 17, 1862	Antietam (Sharpsburg)	Maryland
October 3, 4, 1862	Corinth	Mississippi
October 8, 1861	Perryville	Kentucky
December 13, 1862	Fredericksburg	Virginia
Dec. 31-Jan. 2, 1863	Murfreesboro (Stones River)	Tennessee
April 17-May 2, 1863	Grierson's Raid	Tennessee, Mississippi, Louisiana
May 1-5, 1863	Chancellorsville	Virginia
May 19-July 4, 1863	Vicksburg	Mississippi

CIVIL WAR TIMELINE

DATE	BATTLE	STATE
June 9, 1863	Brandy Station	Virginia
July 1-3, 1863	Gettysburg Cemetery Ridge Seminary Ridge Picketts Charge	Pennsylvania
Sept. 19-20, 1863	Chickamauga	Georgia
November 23-25, 1863	Chattanooga Orchard Knob Lookout Mountain Missionary Ridge	Tennessee
November 29, 1863	Fort Sanders	Tennessee
December, 1863	Mine Run Creek	Virginia
May 5-6, 1864	The Wilderness	Virginia
May 8-20, 1864	Spotsylvania Bloody Angle	Virginia
June 3, 1864	Cold Harbor	Virginia
March-May, 1864	Red River	Texas
May 13-Sept. 2, 1864	Altanta	Georgia
November 15, 1864	Sherman's March to the Sea	Georgia
June 15, 1864 to April 2, 1865	Siege of Petersburg	Virginia
August 5, 1864	Mobile Bay	Alabama
October 19, 1864	Ceder Creek	Virginia
November 30, 1864	Franklin	Tennessee
December 15-16, 1864	Nashville	Tennessee
April 1, 1865	Five Forks	Virginia
April 9, 1865	Appomattox Court House	Virginia

THE PRICE IN BLOOD

At least 618,000 Americans died in the Civil War, and some experts say the toll reached 700,000. At any rate, these casualties exceed the nation's loss in all its other wars from the Revolution through Korea.

The union armies had from 2,500,000 to 2,750,000 men. Their losses, by the best estimates:

Battle deaths:	110,070
Disease, etc.:	250,152
Total	360,222

The Confederare strength, known less accurately because of missing records, was from 750,000 to 1,250,000. Its estimated losses:

Battle deaths:	94,000
Disease, etc.:	164,000
Total	250,000

The leading aithority on casulties of the war, Thomas L. Livermore, admitting the handicap of poor records in some cases, studied 48 of the war's battles and concluded:

Of every 1,000 Federals in battle, 112 were wounded.
Of every 1,000 Confederates, 150 were hit.
Mortality was greater among Confederate wounded, becuase of interior medical service.
The great battles, in terms of their toll in dead, wounded and missing:

Union		Confederate
	Gettysburg	
3,155	dead	3,903
14,529	wounded	10,735
5,365	missing	5,425
23,049	total	28,063
Grand total: 51,112		Duration, three days
	The Seven Days	
1,734	dead	3,478
8,061	wounded	16,261
6,075	missing	875
Grand Total: 36,463.		Duration, seven days.
	Chickamauga	
1,657	dead	3,478
9,756	wounded	14,674
4,757	missing	1,468
16,170	total	18,484
Grand total: 34,654.		Duration, two days.

Union		Confederate
	Chancellorsville	
1,575	dead	1,665
9,594	wounded	9,081
5,676	missing	2,018
16,792	total	12,764
Grand total: 29,556. Duration, four days		
	Sharpsburg/Antietam	
2,108	dead	2,700
9,549	wounded	9,024
753	missing	2,000
12,410	total	13,724
Grand total: 26,134. Duration, one day.		
	Second Manassas/Bull Run	
1,724	dead	1,481
8,372	wounded	7,627
5,958	missing	89
16,054	total	9,197
Grand total: 25,251. Duration, three days		
	Stone's River/Murfreesboro	
1,677	dead	1,294
7,543	wounded	7,945
3,686	missing	2,476
12,906	total	11,795
Grand total: 24,701. Duration, two days.		
	Shiloh	
1,754	dead	1,723
8,400	wounded	8,012
2,885	missing	959
13,047	total	10,694
Grand total: 23,741. Duration, two days.		
	Fredericksburg	
1,284	dead	595
9,600	wounded	4,061
1,769	missing	653
12,653	total	5,309
Grand total: 17,962. Duration, one day.		

Some of the great blood baths of the war came as Grant drove on Richmond in the spring of 1864. Confederate casualties are missing for this campaign, but were enormous. The Federal toll:

The Wilderness, May 5-7 17,666

Spotsylvania, May 10 and 12	10,920
Drewry's Bluff, May 12-16	4,160
Cold Harbor, June 1-3	12,000
Petersburg, June 15-30	16,569

These total 61,315, with rolls of the missing incomplete.

The Appomattox campaign, about ten days of running battles ending April 9, 1965, cost the Union about 11,000 casulties, and ended in the surrender of Lee's remnant of 26,765. Confederate dead and wounded in the meantime were about 6,500.

Lesser battles are famound for their casulties. At Franklin, Tennessee, November 30, 1864, General Hood's Confederates lost over 6,000 or 21,000 effectives--most of them in about two hours. Six Confederate generals died there.

Hood lost about 8,000 men in his assault before Atlanta, July 22, 1864; Sherman's Union forces lost about 3,800.

The small battle of Wilson's Creek, Missouri, August 10, 1861, was typical of the savagery of much of the war's fighting. The Union force of 5,400 men lost over 1,200; the Confederates, over 11,000 strong, lost about the same number.

The first battle of Manassas/Bull Run, though famous as the first large engagement, was relatively light in cost: 2,708 for the Union, 1,981 for the Confederates.

The casulty rolls struck home to families and regiments.

The Confederate General, John B. Gordon, cited the case of the Christian family, of Christiansburg, Virginia, which suffered eighteen dead in the war.

The 1st Maine Heavy Artillery, in a charge at Petersburgh, Virginia, June 18, 1864, sustained a "record" loss of the war--635 of its 900 men within seven minutes.

Another challenger is the 26th North Carolina, which lost 714 of its 800 men at Gettysburg--in numbers and percentage the war's greatest losses. On the first day this regiment lost 584 dead and wounded, and when roll was called the next morning for G Company, one man answered, and he had been knocked unconscious by a shall burst the day before. This roll was called by a sergeant who lay on a streatcher with a severe leg wound.

The 24th Michigan, a gallant Federal regiment which was in front of the North Carolinians on the first day, lost 362 of its 496 men.

More than 3,000 horses were killed at Gettysburg, and one artillery battalion, the 9th Massachusetts, lost 80 of its 88 animals in the Trostle farmyard.

A brigade from Vermont lost 1,645 of its 2,100 men during a week of fighting in in the Wilderness

The Irish Brigade, Union, had a total muster of 7,000 during the war, and returned to New York in '65 with 1,000. One company was down to seven men. The 69th New York of this brigade lost 16 of 19 officers, and had 75 per cent casualties among enlisted men.

In the Irish Brigade, Confederate, from Louisiana, Company A dwindled from 90 men to 3 men and an officer in March, 1865. Company B went from 100 men to 2.

Experts have pointed out that the famed Light Brigade at Balaklava lost only 36.7 per cent of its men, and that at least 63 Union regiments lost as much as 50 per cent in single battles. At Gettysburg 23 Federal regiments suffered losses of more that half their strength, including the well-known Iron Brigade (806 of 1,538 engaged),

Many terrible casualty tolls were incurred in single engagements, like that of the Polish Regiment of Louisiana at Frayser's Farm during the Seven Days, where the outfit was cut to pieces and had to be consolidated with the 20th Louisiana. In this action one company of the Poles lost 33 of 42 men.

One authority reports that of 3,530 Indians who fought for the Union, 1,010 were killed, a phenomenally high rate. Of 170,975 Negro Union troops, this expert says, over 36,000 died.

Some regimental losses in battle:

Regiment	Battle	Strength	Per cent loss
1st Texas, CSA	Antietam	226	82.3
1st Minnesota, US	Gettysburg	262	82
21st Georgia, CSA	Manassas	242	76
141st Pennsylvania, US	Gettysburg	198	75.7
101st New York, US	Manassas	168	73.8
6th Mississippi, CSA	Shiloh	425	70.5
25th Massachusetts, US	Cold Harbor	310	70
36th Wisconsin, US	Bethesda Church	240	69
20th Massachusetts, US	Fredericksburg	230	68.4
8th Tennessee, CSA	Stone's River	444	68.2
10th Tennessee, CSA	Chickamauga	320	68
8th Vermont, US	Cedar Creek	156	67.9
Palmetto Sharpshooters, CSA	Frayser's Farm	215	67.7
81st Pennsylvania, US	Fredericksburg	261	67.4

Scores of other regiments on both sides registered losses in single engagements of above 50 per cent.

Confederate losses by states, in dead and wounded only, and with many records missing (especially those of Alabama):

The War Is Not Over

North Carolina	20,602
Virginia	6,947
Mississippi	6,807
South Carolina	4,760
Arkansas	3,782
Georgia	3,702
Tennessee	3,425
Louisiana	3,059
Texas	1,260
Florida	1,047
Alabama	724

(Statisticians recognize these as fragmentary, from a report of 1866; they serve as a rough guide to relative losses by states).

In addition to its dead and wounded from battle and disease, the Union listed:

Deaths in prison	24,866
Drowning	4,944
Accidental deaths	4,144
Murdered	527
Suicides	391
Sunstroke	313
Military executions	267
Killed after capture	104
Executed by enemy	64
Unclassified	14,155

BOOKS/BOOKLETS

To Promote the General Welfare

An examination of the purposes, scope and limits of law in five crucial periods of American history: Colonial/Revolutionary War, Industrialization and the Roaring 20's.

Constitutional Rights Foundation
601 South Kingsley Drive
Los Angeles, CA 90005

American Album

A look at legal roles and processes through the eyes of great American legal personalities who helped shape their eras, including James Madison, Dorothea Dix and Clarence Darrow.

Constitutional Rights Foundation

About the Constitution of the United States, 1984 edition.

A scriptographic booklet.

Channing L. Bete Co., Inc.
South Deerfield, MA 01373

Law Focused Education, 1980

Evansville-Vanderburgh School Corporation

Bill of Rights in Action

Booklet published periodically with up-dated information and lesson plans which can be used in social studies classes. Free of charge to teachers who request it.

Constitutional Rights Foundation

Lessons on the Constitution by John J. Patrick and Richard C. Remy, 1985

Social Science Consortium
855 Broadway
Boulder, CO 80302 ($19.50)

Law Related Report

Free booklet sent periodically to teachers who request it in writing.

American Bar Association
YEFC 10th Floor
750 N. Lake Shore Drive
Chicago, IL 60611

Books on the Origins and Development of the United States Constitution:

A List for Social Studies Teachers

by John J. Patrick

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29. Storing, Herbert J., What the Anti-Federalists Were For, Chicago: The University of Chicago Press, 1981.

30. Wills, Garry, Cincinnatus: George Washington and the Enlightenment, Garden City, New York: Doubleday and Co., 1984.

31. Wills, Garry, Explaining America: The Federalist, Garden City, New York: Doubleday and Co., 1981.

32. Wills, Garry, Inventing America: Jefferson's Declaration of Independence, Garden City, New York: Doubleday and Co., 1978.

33. Wood, Gordon S., The Creation of the American Republic, 1776-1787, Chapel Hill: University of North Carolina Press, 1969.

SS0366 Civil War, Post War Period, 16 min., 1964.

SS0367 Civil War, 1863-1865, 16 min., 1964.

SS0482 Background of the Civil War, 21 min., 1959.

SS0628 Frederick Douglass, 9 min., 1971.

SS0821 Impeachment, 10 min., 1974

SS0829 Mathew Brady (Civil War), 12 min., 1976

SS0840 Meet Mr. Lincoln, 26 min., 1959

SS1142FST Living Legend of Abe Lincoln, 1968

SS0612 Heritage in Black, 27 min., 1975.

SS1161FSC Civil War As It Happened, 6 parts, 1970.

SS1389FSC Clouds of War Gather, 1971.

SS1390FSC Trip on the Underground Railroad

SS1386FSC Peculiar Institution, 1971.

SS1085FST History of Black America

SS1391FSC Civil War and the Strange Dilemma of Mr. Lincoln, 1971.

UNIT VI

SS0125 America Beccmes an Industrial Nation, 25 min., 1967.

SS0275 Industrial Revolution (England), 23 min., 1980.

SS0279 Pony Express, 15 min. 1977.

SS0304 Thomas Nast vs Boss Tweed, 19 min., 1065.

SS0386 Steel and America, 29 min., 1974.

SS0415 Immigration in American History, 11 min., 1960.

SS0439 History of Transportation

SS1021FST Minorities Have Made America Great, 17 min., 1968.

SS1007FST Westward Expansion, 2 parts, 1970.

SS1067FST Negro History, 1967.

SS1086FST History of Black America

United States History, 1763-1877

E-VSC Media Center

UNIT I

SS0714	Before the Industrial Revolution, 17 min., 1974.
SS0278	Colonial Life and Crafts, 14 min., 1966.
SS1084FST	History of Black America
SS0126	Colonial Economy, 25 min., 1970
SS0715	Williamsburg Sampler, 29 min., 1975.
SS0127	Colonial America--The Beginnings, 25 mim.
SS0139	George Washington's Virginia, 40 min., 1946.
SS0171	Great Americans- George Washington, 15 min., 1980.
SS0479	Eighteenth Century Life in Williamsburg--Virginia Homelife, 21 min., 1969.
SS0480	Eighteenth Century Life in Williamsburg--Virginia Cabinet, 1969
SS0481	Eighteenth Century Life in Williamsburg--Virginia Community, 10 min., 1960.

UNIT II

SS0111	Westward Movement - Settlers of Old Northwest Territory, 15 min., 1962.
SS1384FSC	They Came to the New World, 1971.
SS0114	Westward Movement Settlement of Mississippi Valley, 16 min.,
SS1381FSC	Afro-Americans Speak for Themselves (The Beginnings), 1970.
SS0117	Westward Movement - Settlers of Great Plains, 18 min., 1963.
SS1385FSC	From the Dark Continent, 1971.
SS0119	Westward Movement-Texas and the Mexican War, 18 min., 1960
SS1387FSC	Black Man and the American Revolution, 1971.
SS0120	Westward Movement Gold Rush
SS0590	Pioneer Village, 25 min., 1965.

UNIT III

SS0180 Legislative Process (General Assembly of Indiana), 28 min., 1954.

SS0718 Vincennes - A Beginning, 20 min., 1976

SS0212 American Revolution Background Period, 10 min., 1975.

SS0213 American Revolution War Years, 10 min., 1978.

SS0214 American Revolution Post War Years, 11 min., 1975.

SS0323 Government and Law, 16 min., 1964.

SS0324 Williamsburg--Story of A Patriot, 36 min., 1957.

SS0333 Legislative Branch, 22 min., 1982

SS0334 Judicial Branch, 23 min., 1982.

SS0335 Executive Branch, 22 min., 1982.

SS0468 What Liberty and Justice Mean, 17 min., 1978.

SS0572 This Way to the White House, 13 min., 1973.

SS1017 Benjamin Banneker

SS0543 The Capitol: Heart of America, 29 min. 1971.

SS0598 The Vice-Presidency - Adams to Ford, 15 min., 1974.

SS0599 Servant of the People (House of Representatives) 15 min.,1974.

SS0639 Supreme Court, 29 min., 1973

SS0663 Story of A Congressman, 25 min., 1963

SS0678 How We Elect Our Representatives, 11 min., 1963.

SS0683 President of the United States, 25 min., 1971.

SS0708 Executive Power, 15 min., 1975.

SS0709 Choosing the Candidates, 15 min., 1976.

SS0713 How A Bill Becomes Law, 18 min.

SS0745 Governing the City, 12 min., 1970.

SS0750 Justice for All (Jury), 25 min., 1977.

SS0778 Justice and the Criminal Court, 28 min., 1977

SS0779 Crime, Criminals, and the System, 26 min., 1974.

SS0780 Fear, Crime, and Prevention, 23 min., 1974.

SS0804 Justice Black and the Bill of Rights, 32 min., 1968.

SS0812 Role of the Congressman, 16 min., 1971.

SS0814 Voter Decides, 15 min., 1973.

SS0828 Political Process, 10 min., 1970.

SS0850 Women in Policies, 14 min., 1981.

SS1006FST Your City Government, 96 frames, 1967.

SS1043FST This Honorable Court-Supreme Court, 2 parts, 1967.

SS1057FST Freedom of the Press Today, 2 parts, 1969.

SS1196FSC Our Nation's Capitol, 1968.

SS1273FSC Campaign '72 - First Report - Hats in the Ring, 12 min., 1972

SS1274FSC Campaign '72, The Issues, 12 min. 1972.

SS1275FSC Camaign '72 - Why Primaries, 12 min., 1972

SS1276FSC Campaign '72- The Making of an Image, 12 min., 1972.

SS1277FSC Campaign '72 - Convention Preview, 12 min., 1972.

SS1278FSC Campaign '72 - The Conventions, 12 min., 1972.

SS1279FSC Campaign '72 - The Electoral Process, 12 min., 1972.

SS1280FSC Campaign '72 - The Candidate, Richard Nixon, 12 min., 1982.

SS1281FSC Campaign '72 - The Candidate, George S. McGovern, 12 min., 1972

SS1282FSC Campaign '72 - Election Day, 12 min., 1972.

SS0237 Where Were You, 28 minutes, 1960.

SS0238 Ticket to Freedom, 14 min., 1952.

SS0304 The Tiger's Tail, 14 min., 1965.

SS0331 Elections - Political Convention, 25 min., 1960.

SS0370 The True Story of an Election, 30 min., 1963

SS0444 Voice From the Ballot, (Indiana State Representative) 30 min. 1963.

What Can I Do?, 22 min., Evansville-Vanderburgh County Public Library.

UNIT IV

SS0085 Louisiana Purchase, 13 min., 1977.

SS0130 Placer Gold, 10 min., 1968

SS0143 Thomas Jefferson, 13 min., 1980.

SS0277 Kentucky Pioneers, 11 min., 1969.

SS0282 Life in America in 1800, 15 min., 1969.

SS0396 American Manifesto, 30 min., 1963

SS039 Washington, DC, 22 min., 1964.

SS0459 Andrew Jackson, 20 min., 1982

SS0494 Washington, City of the World, 14 min., 1965.

SS0507 War of 1812, 14 min., 1932.

SS0547 Thomas Jefferson, 28 min., 1967.

SS0575 New Harmony, 29 min., 1971.

SS0653 Jefferson's Monticello, 25 min., 1970

SS0671 Napoleonic Era, 14 min., 1957.

SS1238FST Frenchman in the Revolution (French Revolution) 1789-1793, 1970.

SS1388FSC Forging the New Nation, 1971.

UNIT V

SS1020FST Harriet Tubman, 15 min., 1966.

SS0163 Abraham Lincoln, 19 min., 1951.

SS0164 Abraham Lincoln, 16 min., 1951.

SS0222 True Story of the Civil War, 33 min., 1956.

SS0268 Abraham Lincoln - Youth, 18 min., 1959.

SS0302 Civil War - Background Issues, 1820-1860, 16 min. 1963.

SS0303 Civil War, First Two Years, 16 min., 1963.

SS1392FSC Era of Reconstruction

SS1393FSC Rise of Jim Crow

SS1394FSC Black Man and the Winning of the West

UNIT VII

SS0329 Learning to Read Maps, 12 min., 1980.

SS0500 Introducing Globes, 14 min., 1978.

SS0674 Map Skills Using Scale, 11 min., 1971.

SS0675 Map Skills Understanding Latitude, 11 min., 1971.

SS0676 Map Skills Understanding Longitude, 11 min., 1971.

SS1571FSC Mapworks - A Map Interpretation Program (72 masters), 1980

SS1572FSC Map Basics - A Map and Globe Skills Program (25 masters), 1980

SS1577FSC Geography of the United States, 32 min., 1978.

SS1578FSC Geography of the United States, II 29 min., 1979.

SS1579FSC Geography of the United States, III 29 min., 1979.

SS1581FSC Geography of the United States, V 29 min., 1979.

SS1600FSC Map Skills for Today, 1978.

SS0823 Map Projections, 11 min., 1977

VIII

Trade-Off films, a series of fifteen lessons designed for students nine to thirteen years old, help to develop basic economic concepts. Each film is 20 minutes long.

S0754 Choice

SS0755 Malcom Decides

SS0756 We Decide

SS0757 Give and Take

SS0758 Less and More

SS0759 Working Together

SS0760 Does It Pay?

SS0761	Learning and Earning
SS0762	Why Money
SS0763	To Buy or Not to Buy
SS0764	To Sell or Not to Sell
SS0765	At What Price?
SS0766	How Could That Happen?
SS0767	Innocent Bystanders
SS0768	Helping Out

EIGHTH GRADE

Enrichment Curriculum

Suggested For

OUR LAND, OUR TIME, Volume 1

TIMELINE FOR 8th GRADE

Textbook: Our Land, Our Time, Volume 1

Unit 1: One Land, Many Peoples Discovery and Exploration, Chapters 1-2 Colonial American, Chapters 3-4 Unit 11: The Making of a Nation Revolutionary War, Chapters 5-6	1st 9 Weeks
Conferation Period and US Constitution, Chapter 7 Indiana Constitution (supplementary) The Federalist Era, Chapter 8 Unit III: The Bold Republic The Jeffersonian Republic, Chapter 9	2nd 9 Weeks
Machines, Cotton, and Land, Chapter 10 The Age of the Common Person Chapter 11 The American Reform Movements, Chapter 12	3rd 9 Weeks
Unit IV: Division and Reunion The South and Slavery, Chapter 13 Expansion and Division, Chapter 14 The Civil War, Chapter 15 Reconstructing the Union, Chapter 16	4th 9 Weeks

NOTE: The following sheets are taken from 2 separate publications from The Center for Learning, C 1985; 1987

See attached ordering information

The Authors and the Social Studies Series

Authors are master teachers with advanced degrees coming from diverse schools and backgrounds, who work in teams to write Teacher Resource Units. These pilot units are evaluated by teachers, who make recommendations for revision. The process of creating, using, evaluating, and revising model lessons is a comprehensive and satisfying curriculum experience at each level of participation!

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Titles in the Government series are:

United States Government, Book One, We, the People
United States Government, Book Two, Government of the People, and By the People

Titles in the Advanced Placement series are:

Advanced Placement American History, Book One
Advanced Placement American History, Book Two

Titles in the Junior High series are:

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U.S. History, Book Two, 1876-Present

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8th Grade Lessons

1200-1763 Ch. 1-4 Our Land, Our Time

C. 1985, p. 9, Lesson 1, What is History and Why Study It?
Handout # 1 - Universal Culture Plan
C. 1985, Lesson 4, What Led to the Discovery of America?
C. 1987, p. 13, Lesson 2, Pre-Columbian America.
C. 1987, p. 29, Lesson 4, Colonization of English America.

1763-1789, Ch. 5-6

C. 1985, p. 55, Lesson 9, Events leading to the Declaration of Independence.
C. 1987, p. 55, Lesson 7, Declaration of Independence.
C. 1987, p. 71, Lesson 9, The American Revolution: Patriots and Redcoats
C. 1987, p. 79, Lesson 10, Results of the American Revolution
C. 1987, p. 85, Lesson 11, Testing of the Articles of the Confederacy
C. 1985, p. 77, Lesson 13, Weaknesses of the Art of Confederacy

1789-1825, Ch. 7-10

C. 1985, p. 79, Lessons 14, 15, Constitution
C. 1987, p. 103, Lesson 13, Constitution
C. 1985, p. 97, Lesson 17, Conflicting Political Philosophies
C. 1985, p. 101, Lesson 18, The New Government in Action
C. 1987, p. 111, Lesson 14, Impressment of Sailors
C. 1985, p. 107, Lesson 20, Westward Expansion
C. 1985, p. 111, Lesson 21, War of 1812
C. 1985, p. 121, Lesson 24, Jacksonian Democracy

1825-1849

C. 1985, p. 125, Lesson 25, Jacksonian Indian Policy
C. 1987, p. 137, Lesson 19, Cherokee Indian Removal
C. 1985, p. 131, Lesson 27, Manifest Destiny
C. 1987, p. 143, Lesson 20, Texas Ware for Independence
C. 1987, p. 147, Lesson 21, The Mexican War
C. 1987, p. 157, Lesson 23, From Coast to Coast: Settlement of Oregon
C. 1985, p. 129, Lesson 26, Reform Movements
C. 1985, p. 135, Lesson 28, Influence of Mexican Culture

1850-1865

C. 1987, p. 163, Lesson 24, Beginnings of American Technology
C. 1987, Lesson 25, Slave Life in the Old South
C. 1985, p. 173, Lesson 36, Differing Views of Slavery
C. 1987, p. 197, Lesson 28, The Underground Railroad
C. 1985, p. 155, Lesson 33, Election of Lincoln
C. 1987, p. 211, Lesson 30, Civil War: Assessment of Strengths and Weaknesses

1965-1877

C. 1987, p. 243, Lesson 35, Seward's Folly: The Purchase of Alaska

ENRICHMENT ACTIVITIES - U.S. History, Grade 8

1200-1763 - Chapters 1-4

1. Compare and contrast the Exploration of America with the exploration of Arica or space.

2. In terms of wise ecological use of the land and natural resources compare and contrast American Indians, English, and French.

3. Write a research paper showing the influence economics had on exploration.

4. Analyze the methods used to transport goods in the Middle East. How has this changed or remained similar since the time of the Crusades.

5. Write a short story of early America, from one of the following viewpoints:

   a. European stranded in America
   b. Native American

   Some research will be a necessity.

1763-1789 - Chapters 5-8

1. Do a research paper on one of the leading figures of the American Revolution.

2. Do a research paper tracing the results of the American Revolution and its effect on other countries. Ex. France, England

3. Take each of the wars America has been involved in and determine their causes. Then analyze the causes and how they compare to the previous wars.

4. Read a book about a war and write a report on it. In the report, discuss such things as plot, theme, likes and dislikes, lessons learned, etc.

5. Do a family history project tracing your family back to see if they were involved in the American Revolution. Start with your immediate family and work back. The resources of Willard Library will be most helpful.

1789-1825 - Chapters 8-9 and Indiana History

1. Compare the U.S. Constitution with the Constitution of another country.

2. Create a mini-dictionary of Constitution-Government-Law related terminology.

3. Analyze a Constitutional Amendment and its' results.

4. Create a chart showing the governmental structure at the federal, state and local level. This chart may then be used to analyze various things about government.

5. Develop a time-line of Indiana government from 1816 to present.

1825-1849 - Chapters 10-12

1. Chart the strains of thought that lead to the Civil War ear. (Ex. Economics, slavery, compromise and consensus)

2. Develop a chart of the Presidents (Washington through Van Buren).

3. Do an indepth report on one of the leading people of this period.

4. In a panel discussion, discuss the many ways America was rapidly changing.

5. In a report show how the Wabash-Erie Canal affected Indiana.

19850-1865 - Chapters 13-14

1. Discuss the events leading to and including the Civil War from each of the following viewpoints: Northerner, Southerner, Westerner, Negro (free or slave).

2. Research the role that one of your ancestors played in the Civil War.

3. Write a story showing the effect of the Civil War in a border state.

4. Draw a map, or paint a picture, which deals with the Civil Ward period.

5. Do an essay on the following theme. <u>The Civil War Was Inevitable Because The Great Compromisers Were Gone</u>. This could also be used as a position paper, debate topic.

1865-1877 - Chapters 15-16

1. In a series of map studies show the movement of the frontier across America.

2. In a research paper take and express an opinion on one of these topics:

   a. Because of the frontier experience Americans are more violent prone.
   b. The frontier is closed-there is no longer a frontier.
   c. What are the characteristics of those on the frontier?

3. Trace the Civil Rights movement from 1865 to the present.

4. Create a mini-book on famous people of this era.

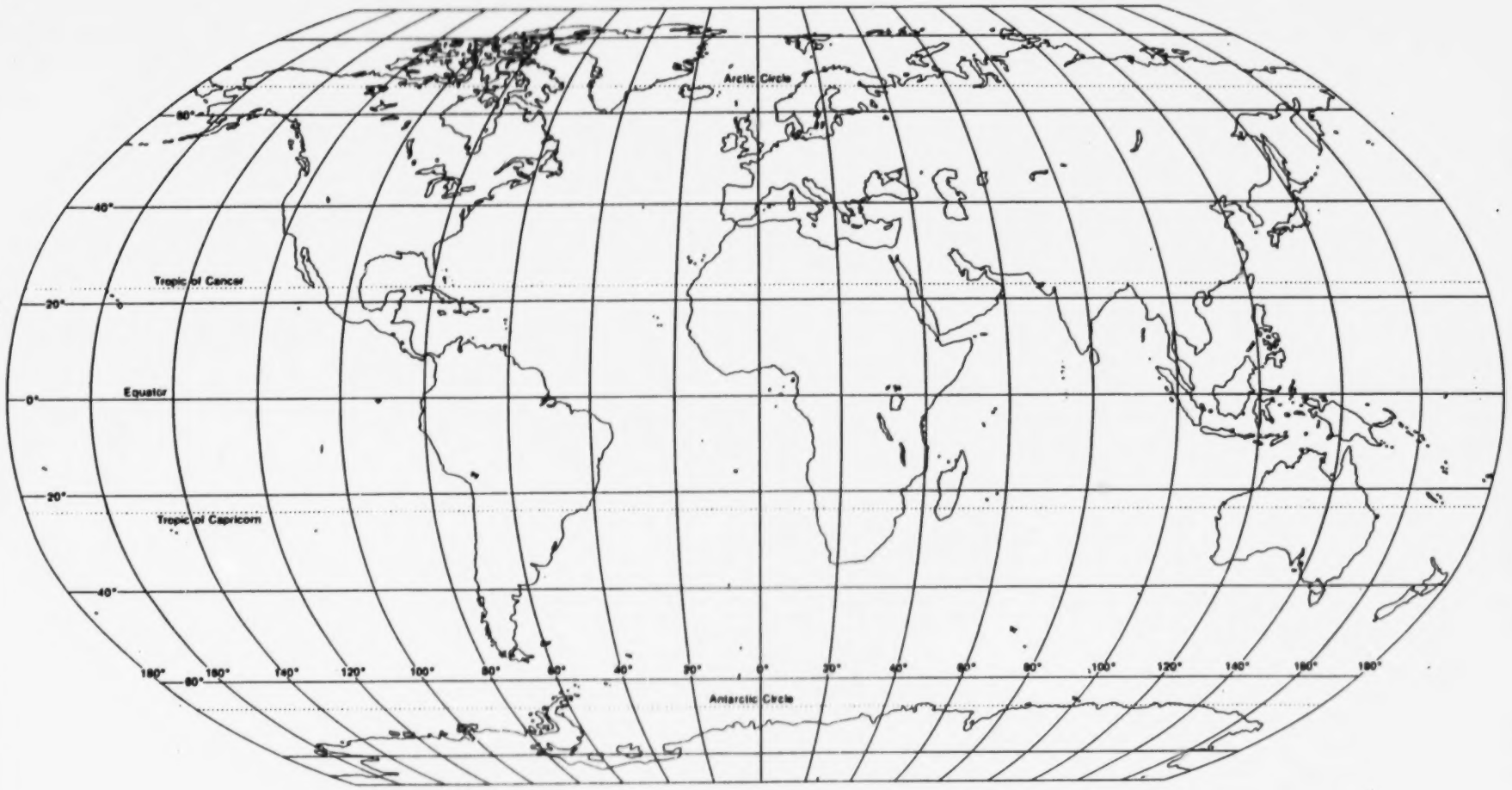
5. Compare and contrast Post Civil War with Post Vietnam America.

Europe, Asia, Africa, Australia

Seventh Grade

EUROPE ASIA AFRICA AUSTRALIA

GRADE 7



COURSE TITLE: Europe, Asia, Africa and Australia - Grade 7

COURSE DESCRIPTION:

The course, Europe, Asia, Africa and Australia will provide students the opportunity to expand their knowledge of the world through the study of the geography, economy, culture and the history of Europe, Asia, Africa, and Australia. The interdependence of the world community should serve as a unifying concept in this course. Geography skills, communication (written/oral/social) skills and critical thinking skills will be emphasized. Student participation in the local History Day is encouraged.

To assist teachers in integrating economic concepts in this seventh grade social studies course, the Kokomo-Center Township Consolidated School Corporation unit on economics is included in this guide.

The Indiana General Assembly has mandated that all social studies classes, grades 6-12, devote a minimum of five class periods to the election process during a general election year.

TEXTUAL MATERIALS:

Patton, Clyde; Rengert, Arlene; Soveland, Robert; Cooper, Kenneth; Caro, Patricia; A World View, Silver Burdett, 1985

Teacher's Edition
Teacher's Resource Package (Worksheets, Teacher's Planning Guide, Outline Map Masters, Test Masters, Letters to Parents)
Workbook
Student Workbook - Students will purchase workbooks for the seventh grade social studies course. Workbooks should be used as one type of instructional activity. Instructional activities should be varied in type. Include the media center and its personnel in seeking instructional variety.

GOALS

After studying Europe, Asia, Africa and Australia, students will:

Content/textual topic

Recognize that history and the social sciences attempt to provide background related to man's present and future situations
Recognize that man has lived in various lifestyles throughout history
Recognize that forces in economics, government, and society have shaped nations and their actions
Recognize that interrelations of past ages, modern times, and future endeavors are expressed in such concepts as identity survival, community power, conflict, conformity, individuality, culture, environment, and equality
Recognize that social, political, religious, and economic systems have developed from the past to the present
Recognize the importance of the diffusion and adaptation of ideas from one nation to another nation

Citizenship/Law-Related Education

Understand the structure of the democratic process in various nations
Understand the role of the citizen in a democracy
Recognize and accept the need for laws and rules in families, shcools, local, national and world communities
Develop a respect for rules and laws
Appreciate ethnic heritages
Appreciate the dignity of all occupations
Develop pride in one's own work
Understand the importance of responsibility
Participate in decision making
Respect the rights of others, while exercising one's own
Recognize and avoid negative stereotypes
Compare the different political systems of the world
Gain a working knowledge of current governments of the world

Economics

Gain understanding of budgeting and banking
Compare economic systems in nations of the world
Understand how resources influence people's lives
Gain knowledge of developed and developing countries
Identify and discuss the ways people make a living in other countries
Have knowledge of economic concepts including wants, scarcity, opportunity costs, trade-offs, specialization, interdependence and voluntary exchange
Recognize the forces at work in a society which influence the occupations available to individuals

Geography

Locate continents and oceans
Landform identification
Know cardinal directions
Use symbols on maps
  a. color
  b. political
  c. pictorial
  d. abstract
Use latitude and longitude
Use a coordinate system
Use a grid
Understand hemisphere and seasons
Read, interpret and construct tables and graphs
Read and interpret time zone map
Read and interpret a population density map
Identify all countries and their capitals
Define canyon, continent, delta, fjord, gulf, harbor, island, isthmus, lake, mountain, ocean, peninsula, plain, plateau, river, strait, valley, compass rose, latitude, longitude, prime meridian, grid, projection, pictographs, bargraphs, solstice, Tropic of Capricorn, equinox, International Date Line, different climate regions, population, density

Global Studies/Current World Events

Recognize persons, place, events of current significance in the eastern hemisphere
Interpret and evaluate news articles, editorials and editorial cartoons pertaining to the eastern hemisphere
Recognize the importance of global studies
Understand that people live in many different cultures each of which has its own rationale, values, and distinctive characteristics
Identify ethnocentrism
Identify key personages in world affairs

Career Awareness

Gain knowledge of the many careers that are available in the social sciences such as geographer, demographer, and historian
Identify and discuss the careers in various cultures
Compare and contrast careers open to citizens of the United States to careers of people in other nations of the world

Chronology

Understand the sequence of major events for each region of the eastern hemisphere
Understand how each period of the past affects the next period
Understand and read various kinds of time lines
Develop time lines of key events in their lives and in the development of individual countries in the eastern hemisphere

COURSE OUTLINE: CONTENT

Basic geography skills should be taught at the beginning of the seventh grade social studies course. Unit One provides the basic information for the teaching of geography skills. Students should be expected to master these basic geography skills which should be expanded throughout the remainder of the year.

I. Learning About the Earth

II. The United States and Canada

III. Western Europe

IV. Eastern Europe and the Soviet

V. North Africa and the Middle East

VI. Africa South of the Sahara

VII. South Asia and East Asia

VIII. Ocenia and Australia

IX. Taking A World View

SUGGESTED TIME SCHEDULE

First Quarter

Chapter 1	Understanding Maps and Globes
Chapter 2	Learning from Graphics
Chapter 3	World Patterns
Chapter 9	The British Isles and Scandinavia

Second Quarter

Chapter 10	France and the Low Countries
Chapter 11	Central Europe
Chapter 12	Mediterranean Europe
Chapter 13	Eastern Europe
Chapter 14	The Soviet Union

Third Quarter

Chapter 15	North Africa
Chapter 16	Middle East
Chapter 17	East and Equatorial Africa
Chapter 18	Southern Africa
Chapter 19	West Africa

Fourth Quarter

Chapter 20	China and Its Neighbors
Chapter 21	Japan: An Island Nation
Chapter 22	India and Its Neighbors
Chapter 23	Southeast Asia
Chapter 24	Pacific Islands
Chapter 25	Australia, New Zealand, Antarctica

Review (If time is available)

Unit 2 -	Chapter 4	The United States of America
	Chapter 5	Canada
Unit 3 -	Chapter 6	Mexico Gateway to Latin America
	Chapter 7	Central America and the Caribbean
Islands -	Chapter 8	South America

Understanding Our Partners in Trade Hoosiers Trade With the World

Understanding Our Partners in Trade Hoosier Connections: The European Economic Community

Indiana Department of Commerce and Indiana Department of Education

Available to E-VSC middle school social studies teachers. Contact the social studies supervisor.

Introducing Western Europe

West European Center
Indiana University
Bloomington, IN

Lesson plans and resource material available to middle school social studies teachers. Contact the social studies supervisor.

Teaching Cultural Perspectives: Ideas from Nigeria

African Studies Outreach
Indiana University
Bloomington, IN

Contact the social studies supervisor.

THE MIDDLE EAST

Some Basic Understandings

1. De Afghanistan Jamhuriat
2. Al-Jumhouriyya al-Jaza'iriyya ad-Dimocratiyya ash-Sha'biyya
3. Dawlat al-Bahrain
4. Kibris Cumhuriyeti
5. Jumhouriyyat Misr al-'Arabiyya
6. Jamhori-e-Islami-e-Iran
7. Al-Jumhouriyya al-'Iraqiyya
8. Medinat Israel
9. Al-Mamlaka al-urdunniyya al- Hashimiyya
10. Dawlat al-Kuwait
11. Al-Jumhouriyya al-Lubnaaniyya
12. Dawlat Libiyya al-Arabiyya-al-Ishtrakiyya al Jamairiyya
13. Al-Mamlake al-Maghrebiyya
14. Sultanat 'Uman
15. Islami Jamhuria-e Pakistan
16. Dawlat Qatar
17. Al-Mamlaka al-'Arabiyya es-Sa'oudiyya
18. Jumhouriyyat es'Sudan ad Democrattiyya
19. Al-Jumouriyya al-arabiyya as Souriyya
20. Al-Jumhouriyya at-Tounisiyya
21. Turkiye Cumhuriyeti
22. Al-Imaaraat al arabiyya al-Muttahida
    (Abu Dhabi, Dubai, Sharjah, Ras-al-Khaimah, Fujaira, 'Ajman, Umm al-Qaiwain)
23. Al Jumhouriyya al 'arabiyya al-Yamaniyya
24. Jumhouriyyat al-Yemen ad-Dimuqnaatiyya esh-Sha'biyya

For each of the above nations, indicate the following:

1. Political status
2. Area (in square miles), population, density of population
3. Per capita income (In U.S. dollars), major source of national wealth
4. Name and title of head of state and head of government
5. Name of legislative body and chambers; voting requirements
6. Name and character of dominant political group
7. Date of establishment as independent nation and name of last domineering power
8. Population distribution; urban, rural, nomad
9. Ethnic distribution
10. Religious composition (Islam, Sunni, Shiite)
11. Literacy

Map work: On an outline map, indicate the nations, capitals, largest cities if not the capital, major bodies of water and major mountain ranges.

For one of the above nations, you will become the resident expert and representative. You will be responsible for gathering data from embassies, consulates, and tourist offices. In addition, you will collect news items about your nation as it appears in the media and be prepared to take your nation's position as we deal with the events and issues of the Middle East.

A REFERENCE LIST FOR FUTURE CONTACTS

THE OFFICE OF SCHOOL PROGRAMS

Larry F. Campbell, Director
C. Frederick Risinger, Coordinator for School Social Studies
Lorraine A. Strasheim, Coordinator for School Foreign Language

Wright Education Building 253
Indiana University
Bloomington, IN 47405

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AFRICAN STUDIES

Teaching and research interests include almost every one of the more than fifty nations on the continent although emphasis is on sub-Saharan Africa with particular strengths in West Africa, East Africa, and southern Africa.

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EAST ASIAN STUDIES CENTER

The countries encompassed in the Center's work include: Japan, China, Korea, and the Association of Southeast Asian Nations (Singapore, the Philippines, Indonesia, Malaysia, and Thailand).

Goodbody 348
Indiana University
Bloomington, IN 47405

Phone: (812) 335-3765

INNER ASIAN AND URALIC NATIONAL RESOURCE CENTER

Goodbody 102
Indiana University
Bloomington, IN 47405

Phone: (812) 335-0959

MIDDLE EASTERN STUDIES

Countries within the Middle East and North Africa: Morocco, Tunis, Algeria, Libya, Egypt, Israel (Palestine), Jordan, Lebanon, Syria, Iraq, Iran, Saudi Arabia, North and South Yemen, Oman, Kuwait, Bahrain, Qatar, and the United Arab Emirates (seven Sheikhdoms--Abu Dhabi, Ajman, Dubai, Fujayra, Rasal-Khayma, Sharja, and Umm al-Qaywan).

Goodbody 308
Indiana University
Bloomington, IN 47405

Phone: (812) 335-0076

RUSSIAN AND EAST EUROPEAN INSTITUTE

U.S.S.R., Poland, Czechoslovakia, Hungary, Romania, Yugoslavia, Bulgaria, Greece, Finland, East Germany (The German Democratic Republic), Albania.

Ballantine 565
Indiana University
Bloomington, IN 47405

Phone: (812) 335-7309

WEST EUROPEAN NATIONAL RESOURCE CENTER

Members of the European Community, European members of NATO, and Austria, Finland, Iceland, Sweden, and Switzerland.

Ballantine 542
Indiana University
Bloomington, IN 47405

Phone: (812) 335-0959

RESOURCES FOR TEACHING ABOUT ASIA, JAPAN

Regional Resource Centers - may be contacted for locating materials, or setting up school or community programs on Japan. Many organizations have print and non-print materials available for loan.

MIDWEST

Asian Resource Center
Center for International Studies
University of Missouri-St. Louis
8001 Natural Bridge Road
St. Louis, MO 63121
314-553-5801

Center for Asian Studies Outreach
1208 W. California # 201
University of Illinois
Champaign, IL 61801
217-333-4850

Center for East Asian Studies
106 Strong Hall
University of Kansas
Lawrence, KS 66045
912-864-3849

East Asian Studies Center
Indiana University
Goodbody Hall 348
Bloomington, IN 47405
812-335-3765

East Asian Studies Extension Program
King 141
Oberlin College
Oberlin, OH 44074
216-775-8313

Project on East Asian Studies in Education (PEASE)
Center for Japanese Studies
103 Lane Hall
University of Michigan
Ann Arbor, MI 48109
313-764-5109 /313-764-6307

School and Community Outreach Program on Asia (SCOPA)
230 West 17th Ave.
The Ohio State University
308 Dulles Hall
Columbus, OH 43210
614-422-9660

SOUTHEAST

Univeristy of Virginia
East Asian Language and Area Center
1644 Oxford Road
Charlottesville, VA 22903
804-295-1808

SOUTHWEST

The Texas Program for Educational Resources on Asia (TEXPERA)
Center for Asian Studies
SSB 4.126
University of Texas at Austin
Austin, Tx 78712
512-471-5811

NORTHEAST

Asian Studies Curriculum Center
635 East Building
New York University
New York, NY 10003
212-598-0118

Harvard East Asian Program
Boston Children's Museum
300 Congress St.
Boston, MA 02210
617-426-6500, ext. 235

Council on East Asian Studies
Yale University
85 Trumbull St.
Box 13 A
New Haven, CT 96520
203-423-4029

East Asian Curriculum Project (EACP)
East Asian Institute
Columbia University
420 West 118th St.
New York, NY 10027
232-280-4278

East Asian Studies
Princeton University
211 Jones Hall
Princeton, NY 08544
609-452-4276

Global Perspectives in Education, Inc.
218 E. 18th Street
New York, NY 10003
212-288-3860

Five Colleges, Inc.
97 Spring Street
Amherst, MA 01002

Japan Socity
Public Affairs Outreach Service
333 E. 47th Street
New York, NY 10017
212-832-1155

Touchstone Center
141 E. 88th Street
New York, NY 10028

U.S. Committee for UNICEF
331 E. 38th Street
New York, NY 10016
212-686-5522, ext. 470

University Center for International Studies
Asian Studies Program
University of Pittsburgh
4E05 Forbes Quadrangle
Pittsburgh, PA 15260
412-624-5560

WEST

BYU/Asia
Center for International and Area Studies
Box 61, FOB
Brigham Young University
Provo, UT 84602
801-378-3377

Center for Asian and Pacific Students
University of Hawaii-Manoa
1890 East-West Road, Moore 315
Honolulu, HI 96822
808-948-9818

Center for East Asian Studies
Department of History
Western Washington University
Bellingham, WA 98225
206-676-2906

East Asia Resource Center
School of International Studies
University of Washington
Seattle, WA 98195

Japan-American Curriculum Project
414 East 3rd Ave.
San Mateo, CA 94401
415-343-9408

Stanford Program on International and Cross-Cultural Education (SPICE)
The Japan Project
Lou Henry Hoover Bldg., Rm. 200
Stanford University
Stanford, CA 94305
414-497-1115

Center for Teaching Interational Relations
University of Denver
Denver, CO 80201

East Asian Studies Center VKC 213
University of Southern California
University Park
Los Angeles, CA 90007
213-743-5080

JAPAN

International Society for Educational
Information, Tokyo, Inc.
Kikuei Building No. 7-8, 2-chome
Shintomi-cho, Chuo-ku
Tokyo, Japan

Government Information Services - offer free materials (pamphlets, maps, fact sheets, etc.)

Consulate General of Japan
1610 Post Street
San Francisoco, CA 94115

Consultate General of Japan
Water Tower Place
Suite 950 E.
625 North Michigan Avenue
Chicago, IL 60611

Consulate General of Japan
1038 International Trade Mart
2 Canal St.
New Orleans, LA 70130

Embassy of Japan
2520 Massachusetts Ave., N.W.
Washington, D.C. 20008

Consulate General of Japan
Japan Information Center
One Citicorp Center, 44th Floor
153 East 53rd St.
New York, NY 10022

Interculture Associates, Inc.
Box 277
Thompson, CT 06227

Japan Airlines Literature Distribution
Department
PO Box 10618
Long Island City, NY 11101

Japan Foundation
Washington Liaison Office
Suite 430 Watergate Office Building
600 New Hampshire Ave., N.W.
Washington, D.C. 20037

Japan National Tourist Organization
630 Fifth Ave.
New York, NY 10011
212-757-5640

Japan Trade Center
1221 Avenue of the Americas
New York, NY 10020
212-997-0400

Japan-United States Frienship
Commission
1875 Connecticut Ave., N.W.
Washington, D.C. 20009
202-673-5295

U.S. Japan Trade Council
1000 Connecticut Ave., N.W.
Washington, D.C. 20036

Films available for loan:
Association Films, Inc.
866 Third Ave.
New York, NY 10022
212-736-9693

Newsletter and Resource Materials

Most of the Resource Centers listed above have bulletins or newsletters that are an excellent source of information on new print and non-print materials, inexpensive resources, travel and study opportunitites, workshops and activities. Free on request.

Opening Doors: Contemporary Japan - a resource manual with teaching objectives and appropriate readings and activities for middle and secondary classroom use. Designed by a team from the United States and Japan, it is organized around the themes of the binational United States - Japan Secondary School Project to improve mutual understanding. The thesis are: Utilization of Natural and Human Resources, Decision-Making. Perception and Exception, Identity and Values. 1970, 421 pp. $4.00 postage paid. Order from the Asia Society.

"Video Letter from Japan: A series of six videocassettes for grades 5 through 7 will be completed by January 1985. Each cassette includes two 23-minute "letters," two teacher resource guides (24 pages each), and a poster. Four programs are now completed. For information write the Asia Society.

Focus on Asian Studies. Tri-annual journal, published by the Asia Society, created for educators, professionals, and Asia buffs looking for a comprehensive source of information on Asia. Includes feature articles, essays on the arts and literature, book reviews, model curricula, multimedia teaching materials, graphics and photographs, perspectives on Asia by Asians, and a calendar of major Asia-related events across the country. $5.00/year. Order from Focus on Asian Studies, PO Box 1308-M, Fort Lee, NY 07024.

Free Resources for Teaching About Japan, Linda S. Wojtan, 1979. This booklet alerts teachers to the free resources available for teaching about Japan. The sections included are: Who and Where - the various agencies supplying the materials, films, and newsletters; What - some the print and film titles that are currently available; How - exercises and techniques useful in the precollegiate classroom. Available from Indiana University, address above.

Regional Resource Guides: Annotated guides covering academic institutions, consulates, libraries, restaurants, museums, bookstores, stores, etc., with Asian emphasis for a given state or area. Most are paper bound and inexpensive:

Asia in New York City, NY: The Asia Society, 1981, 179 pp., $6.95

Asian Studies: Catalogue of Asian Resources in Connecticut, Colleen A. Kelly comp. CT: School of Education, Storrs, CT 06268, 1980, 94 pp., $3.50 paper

Bay Area Resource Guide, 1974, $3.50 paper. Available from SPICE, The China Project, address above.

East Asian Resources in Ohio, 1981, 63 pp., paper. Available from the Ohio State University, address above.

Japan-Related Resources in Greater Boston, 1982, 30 pp. Available from the Japan Society of Boston, Inc., 22 Batterymarch St., Boston, MA 02107.

Resource Guide for East Asia, 3rd edition, 1977. Available from the University of Washington, address above.

Resources on China and Japan: A Guide for Chicago Area Teachers. Available from Center for Far Eastern Studies, Kelly 403, University of Chicago, Chicago, IL 60637

Mid-Atlantic Directory to Resources for Asian Studies, Archie R. Crouch, ed. 1980, 145 pp., $4.50 paper. Available from: Association for Asian Studies, Secretariat, 1 Lane Hall, University of Michigan, Ann Arbor, MI 48109.

Minnesota Guide to Resources on East Asia, $1.50 paper. Available from Midwest China Study Resource Center, address above.

Missouri Guide to Resources on Asia, 1977, $2.50 paper. Available from University of Missouri, address above.

Scholars' Guide to Washington, D.C. for East Asian Studies, Hong N. Kim, 1979 Woodrow Wilson International Center for Scholars, 413 pp., $9.95 paper. Order from Smithsonian Institution Press, PO Box 1579, Washington, D.C. 20013.

Teachers' Guide to Resources on Asia, has a section on Utah resources, 75 pp., $10.00. Available from Brigham Young University, address above.

TEXPERA Guide to Asian Studies Resources in Texas. Available from TEXPERA,

Book Sources

Paragon Book Gallery
14 East 38th St., 5th Floor
New York, NY 10016
212-532-4920

John Weatherhill, Inc.
157 E. 69th St.
New York, NY 10021
212 897-7406

Kodansha International
10 East 53rd St.
New York, NY 10022
212-593-7050

Zen Oriental Bookstore
142 West 57th St.
New York, NY 10019
or
521 Fifth Avenue
New York, NY 10175
212-697-0840

Charles E. Tuttle Co., Inc.
28 S. Main St.
PO Box 140
Rutland, VT 95701
802-773-8930

Kinokuniya Publications Svce.
of NY, Ltd.
10 W. 49th St.
New York, NY 10020
212-765-1461

Kinokuniya Book Stores of America, Ltd.
c/o Japanese Cultural and Trade Center
1581 Webster St.
San Francisco, CA 94115

Cheng & Tsui Co.
25 West St.
Boston, MA 02111
617-426-6074

Asian Books
12 Arrow Street
Cambridge, MA
617-354-0005

SOURCES ON INFORMATION ON COUNTRIES OF THE WORLD

AUSTRIA

Subject	Type	Address
"Austria as a Country of Asylum" Immigration	Booklet	Federal Press Service A 1014 Vienna Ballhausplatz 2 AUSTRIA
Maria Therese	Booklet	
Facts and Figures	Booklet	
Women's Progress ("Mid Decade 1980: Review and Evaluation of Progress")	Booklet	
Modern Painting	Flyer/Poster	
Consumer Information ("Quality for Life")	Booklet	
Modern Sculpture	Flyer/Poster	
Map/General Information ("At the Heart of Europe")	Flyer/Poster	
"Austria: Land of Music"	Booklet	
Film Loan Service	Lists	Austrian Embassy 2343 Massachusetts Ave., Washington, DC 20008
Neutrality (Alfred Verdross, "The Permanent Neutrality of Austria")	Booklet	Verlag fur Geschichte und Politik Wien Vienna, Austria
Tourism	Magazine "Encounter Austria"	Austrian National Tourist Office 545 Fifth Ave., N.Y. 1001 212-697-0651 Standard Oil Building Suite 7023, 200 E. Randol Chicago, IL 60601 or 3440 Wilshire Blvd. Los Angeles, CA 90010
Vienna	Flyer	Tourist Office for Vienna Kinderspitalgasse 5 A-1095 Vienna Austria

Economy	Magazine "Austria Revue"	Austrian Trade Commission in the U.S. 845 3rd Ave., 21st Fl. New York, NY 10022 212-421-5250 200 E. Randolph Dr. Suite 7023 Chicago, IL 60601 312-861-0100 4800 San Felipe St., Suite 500 Houston, TX 77056 712-850-8888 3440 Wilshire Blvd. Suite 515 Los Angeles, CA 90001 213-380-7990

BELGIUM

Subject	Type	Address
Tourist Map Belgium	Map	Belgian National Tourist Office 745 Fifth Ave. New York, NY 10022
Belgium: Historic Cities	Booklet	
Belgium	Booklet	
Belgium: Where to Go, What to see	Booklet	
Atlas of Belgium	Sheets in Folder	
More about Belgium	Magazine	Belgian Institute for Information & Documentation Rue Montoyer 3 B-1040 Brussels Belgium
Film Catalogues: BELGIAN FILMS: v.I & II Cartoons Old Films Documentaries TV Magazine Fiction	Catalogues	Ministry of Foreign Affairs External Trade & Coop. in Development Rue des Quatre-Bras 2 1000 Brussels Belgium

DENMARK

Films on Denmark	Pamphlet	Danish Info. Office Royal Danish Consulate General 280 Park Ave. New York, NY 10017
Fact Sheets, Denmark	Brief Report	Danish Consulate Genera, Danish Information Office 280 Park Ave. New York, NY 10017

Advanced Education
Amateur Sportsmen Still In the Majority
The Arts, Science & Technology
The Ballet
Children's Culture in Denmark
The Christmas Nisse in Denmark

The Constitutional Act
Courses & Studies for Foreigners
Cultural Policy in Denmark
Danes Flock to Adult-Education Classes
Danes in Figures 1980
Danes Make An Early Start to Christmas
Danish Art After 1945
Danish Art Before 1945
Danish Design: It All Began with Furniture
Danish Farmers Export to Every Part of the Globe
Danish Industry: The Codeword is Ingenuity
Danish Music after 1945
Danish Music before 1945
Danish Literature After 1945
The Demographic Situation
Denmark & Enery
Denmark in a Nutshell
Denmark's Nature Reserves
Discoverer of the Movement of Light
European Political Cooperation I
European Political Cooperation II
Faroe Islands are a World of Their Own
The First Spark of Electronics-H.C. Orsted
Foreign Policy
Geography
Hans Christian Anderson
Health-A Major Public Concern
Holidays & Festivals
The Labor Market in Denmark
Literature on Denmark
Literature on the Vikings
Mass Communications: The Press
National Dress & Folkdancing
The New Greenland
An Ombudsman for Consumer Affairs
Physical Planning Starts at Local Level
Pre-School Facilities in Denmark
Primary and Secondary Education
Public Libraries in Denmark
Queen Margrethe II
The Religion of the Danes
Research Gets Results
Rules of Election to Parliament
Schoolchildren Write About Their Country
Social Research in Denmark
Social Security, Danish-Style
The Status Of Women
Stepping up Battle Against Pollution
Tracing Your Danish Ancestors
The Vikings in the Context of their Age
Maps and General Travel Information 1982

EUROPEAN COMMUNITY

Subject	Type		Address
Facts (1981)	Booklet		European Community Delegation
The Facts (1974)	Booklet		Suite 707
At A Glance Information	Brochure		2100 M St., N.W. Washington, D.C. 20037
Study Guide	Booklet		or
"Who We Are" (another "At a Glance Work)	Brochure		1 Dag Hammarskjold Pl. 245 E. 47th St. New York, NY 10017
US & EC: Their Common Interests	Booklet		
"Europe": EC's Magazine (copies of September-October, 1981, and January-February, 1982; we may have other copies in West library)	Magazine		1.50 per issue
The European Parliament	Booklet		Published by: Office of Official Publiciation of the European Communities L-2985 Luxembourg 5, rue de Commerce Luxembourg
Steps to European Unity: A Chronology	Booklet	2.00	
Catalog of Publications	Catalog		
Europe & the Third World	Booklet	4.00	
Institutions of E.C.	Booklet		
Map of E.C.	Map	4.00	
Advertisement for Map	Flyer		
Agriculture in E.C.	Fold-out Flyer		Published by: Agricultural Information Service Commission of the European Communities Brussels, Belgium
Films of the European Communities	Xerox		
Publications of the European Communitites: Catalog 1980	Booklet		
The European Community As a Publisher, 1981/82	Pamphlet		
Working Together: The Institutions of the European Community	Booklet		European Community Delegation Suite 707, 2100 M St., N Washington, D.C. 20037

European Documentation

2/79, The Agricultural Policy of the European Community
4/79, 25 Years of European Europeans
5/79, The Second Enlargement of the European Community
1/80, The Community and Its Regions
2/80, The European Community and the Energy Problem
5/80, The European Community's Research Policy
6/80, The European Community and Vocational Training
2/81, The European Community's Transport Policy
3/81, The Social Policy of the European Community
4/81, European Economic and Monetary Union
5/81, The European Community's Budget
6/81, The European Community's Legal System
7-8/81, Grants and Loans from the European Community

FINLAND

Subject	Type	Address
"Finland naturally"	Booklet	Finnish Tourist Board 75 Rockefeller Plaza New York, NY 10019 (212) 582-2802
"Look at Finland"	Magazine	
"Focus on Finland"	Article/ad brochure by the Finnish Foreign Trade Association	Consulate General of Finland 540 Madison Avenue New York, NY 10022 (212) 832-6550
"Finnish Forest Industries 1983"	Booklet	Consulate of Finland 35 E. Wacker Dr. Suite 1900 Chicago, IL 60601 (312) 346-1150
"Finnish Banking System"	Booklet	
"Financial Markets in Finland"	Booklet (series of articles from the Bank of Finland Monthly Bulletin)	3000 Post Oak Blvd, Suite 1350 Houston, TX 77056 (713) 627-9700
"Finnish Cultural News"	Newsletter	1900 Avenue of the St Suite 1060 Los Angeles, CA 90067 (213) 203-9903
"Finnish Industry"	Booklet	Finnfacts representati
"Finnfacts" Newsletter	10 times/year	Mr. Finn Domaas Daniel J. Edelman Inc Suite 1602 711 Third Avenue New York, NY 10017 (212) 557-1020

Embassy of Finland
3216 New Mexico Avenue N.W.
Washington, DC 20016
(202) 363-2430

FRANCE

SUBJECT	TYPE	ADDRESS
Documents from France: France in 1981: a Social & Economic Survey Agriculture in France Today Biographical Sketches: Second Cabinet of Pierre Mauroy 6/23/81 List: Second Cabinet of Pierre Mauroy 6/23/81 French Legislative Elections 6/14 and 6/21/81 François Mitterand: President of the French Republic Labor Unions in France Senior Citizens in France Radio and Television in France	Reports	French Embassy Press & Information Div. 972 Fifth Avenue New York,N.Y. 10021 (212) 570-4400 (free; may be reproduced wholly or in part)
Regional Reports: Lorraine Upper & Lower Normandy Languedoc-Roussillon	Reports	
Social Security and National Health Insurance in France: Historical Background Organization, Administration, & Funding Eligibility for Social Security Health Insurance Family Allowance Benefits Old Age Insurance Welfare Programs Facts & Figures, 1/1980	Reports	
FRANCE	Magazine	"
Statements from France	Newsbriefs	"
Advanced Industry in France	Booklet	

FRANCE

SUBJECT	TYPE	ADDRESS
Feature Films Catalogue	Catalogue	FACSEA (French-American Cultural
Fevised Rate Sheet: Rental Fees	Rate Sheet	Services & Educational Aid) 972 Fifth Avenue
Rental Fees AY 1981-82	Rate Sheet	New York, NY 10021
Film Series: Aujouri'hui en France	Catalogue	
Films: French Language Courses	Catalogue	
Additions to Short Film Catalog on:	Catalogue	
Animation		
Art		
Children		
Cinema		
Civilization		
Comedy		
Dance		
Fashion		
Fiction		
Geography		
History		
Mystery		
Popular Entertainment		
Sports		
Chroniques de France: Subject Index for French Films	Catalogue	
Catalog of Short Films	Catalog	FACSEA (see above)

GERMANY

Subject	Type	Address
"The Federal Republic of Germany At a Glance"	Flyer	German Information Center
List of Films, April 1981 Addendum to List of Films, May 1982	Xerox	Consulate General of the Federal Republic of Germany, Edison Plaza Plaza Drive, Suite 2100, Detroit, MI 48226
"The German Tribune" (Weekly Review of the German Press)	Newspaper	MASS MAILINGS, Inc. 540 West 24th St. New York, N.Y. 10011
Rheinland Urban Landscape	Brochure w/photos	
"Information" No. 1, Territory & Population 2, Constitution & Structure 3, Transport 4, Economy 5, Social Services 6, Foreign Trade 8, Development in Partnership 9, Environmental Protection 10, Federalism 13, Women 14, Higher Education 15, The Education System 16, Employers and Unions 17, Economy and Society 18, And Europ 19, Und die Vereinten Nationen 20, Berlin 22, Housing & Town Planning 23, Gesundheitswesen 24, Law and the Administration of Justice 25, Armed Forces 26, Public Finance	Brief reports	German Information Center 410 Park Avenue New York, N.Y. 10022
"Federal Republic of Germany"	Flyer w/photos	"
Facts about Germany	Book	Press & Information office
A Mandate for Democracy Three Decades of the Federal Republic of Germany	Book	
Meet Germany	Book	
Deutschland Impressionen	Magazine	

GREECE

Subject	Type	Address
"Greece Through the Ages"	Booklet	Office for Educational Affairs Embassy of Greece 78 East 79th Street New York, NY 10021
"Greece-Grece-Griechenland"	Maps	
"Greece: Athens-Attica Crete Corfu Cos The Cyclades Delphi . . ."	Pamphlets on individual areas Greece, including groups of islands	
"General Information About Greece"	Booklet	

ICELAND

SUBJECT	TYPE	ADDRESS
Basic Statistics 1981	Fold-out Flyer	Ministry for Foreign Affairs [no address]
General Information	Fold-out Flyer	Iceland Tourist Board Laugavegur 3 Reykjavik ICELAND
Some Facts	Fold-out Flyer	Iceland Air [no address]
UNESCO COURIER: Feature Articles on Iceland, February 1974 issue (2 copies):	Magazine	UNESCO COURIER UNESCO Place de Fontenoy 75700 Paris FRANCE

Living on a Volcano
The Iceland Saga:
The Vikings Settle A New Land
The Birth of an Original Form of Literature

Land of Ice and Fire:
Geysir: The Grandfather of all Geysers
The Glaciers in Retreat for Half a Century

The Volcanoes Erupt
Cheap City Heating from Natural Hot Springs
The Icelanders & The Sea

All materials distributed by

The Icelandic Embassy
2022 Connecticut Ave. NW
Washington DC 20008

Free Film Distribution	Xerox List	Embassy of Iceland 2022 Connecticut Ave.N.W. Washington,D.C. 20008

IRELAND (REPUBLIC OF)

Subject	Type	Address
"Basic Statistics" (Facts Sheet 5/82)	Pamphlet	Irish Tourist Board Offices 590 Fifth Avenue New York, NY 10036
"The National Flag, Emblem and Anthem" (Facts Sheet 7/82)	Pamphlet	
"Ireland in Brief" (Facts Sheet 1/82)	Booklet	
"Come to Ireland"	Booklet	

ITALY

SUBJECT	TYPE	ADDRESS
Road Map	Map	ENIT (Italian State Tourist Dept) Italian Government Travel Office) 500 North Michigan Ave. Chicago,IL 60611 (312) 644-0990
General Information for Travelers	Booklet	
Hotels and Pensions in Main Tourist Centers		
A Trip to Italy: Tourism	Booklet with maps and colored pictures	or 360 Post St. San Francisco,CA 94108 or 630 Fifth Ave. New York,NY 10111
Italy at Table (food and drink by regions)	Booklet	
Art in Italy		

NETHERLANDS

SUBJECT	TYPE	ADDRESS
Holland and the United States	Booklet	Royal Netherlands Embassy Press & Cultural Section 4200 Linnean Ave. NW Washington, DC 20008 (202) 244-5300
A Compact Geography	Booklet with Maps	Embassy and IDG:
Pictorial Atlas	Atlas with Pictures	Information and Documentation Centre for the Geography of the Netherlands (IDG) Utrecht: The Hague THE NETHERLANDS
IDG Bulletin 1979-1980: Physical Planning		
The Netherlands in Brief (general information)	Booklet	Netherlands Info. Servic 711 Third Ave. New York, NY 10017
Wall Map and Poster of different aspects of The Netherlands, accompanied by flyer explaining each picture of poster	Map, Poster with flyer	
Windmills	Booklet	
Costumes	Booklet	
Bicentennial of US/Netherlands Unbroken Diplomatic Relations, 1982	Report	Consulate General The Netherlands 303 East Wacker Drive Suite 410 Chicago, IL 60601 (312) 856-0110
Highlights of the Lowlands [general economic/commercial info.]	Booklet	Economic Info. Service Netherlands Ministry of Economic Affairs The Hague THE NETHERLANDS
The Delta Project	Brochure	Info. Division Ministry of Transportatio and Public Works The Hague THE NETHERLANDS

NETHERLANDS

SUBJECT	TYPE	ADDRESS
Holland Herald	Magazine	Holland Herald Circulation Dept. Nijenburg 152 1681 GG Amsterdam THE NETHERLANDS (in 1981, a one year subscription cost 25.00 for airmail, 21.00 for surface mail delivery)

80 Insight Holland
Selected articles from Holland Herald produced for Netherlands Ministry of Cultural Affairs, Recreation and Social Welfare.

The Kingdom of the Netherlands series includes:

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Social Security
Welfare Services
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Public Works
Defense
Foreign Policy
Education and Science
The Arts and the National Cultural Heritage
The Netherlands Antilles

Ministry of Foreign Affairs
The Hague
THE NETHERLANDS

NETHERLANDS

Subject	Type	Address
Films of the Netherlands	Catalogue	Consulate General of the Netherlands, 303 East Wacker Dr. Suite 410 Chicago,IL 60601
Writing in Holland and Flanders Spring 1982	Booklet	Foundation for the Promotion of the Translation of Dutch Litera Works, 450 Singel, 1017 AV Amsterdam, The Netherlands

NORWAY

SUBJECT	TYPE	ADDRESS
Information for Foreign Students in Norway	Report	Royal Norwegian Ministry of Foreign Affairs Oslo 1, NORWAY [free abroad]
Norway [General Information]	Brochure	
Norges Bank		
Economic Bulletin 1981 [Economic Information]	Booklet	Norges Bank Economic Inteliigence Dept. PO Box 336 Sentrum Oslo 1, NORWAY
Free Films from Norway	Brochure	The Norwegian Information Service 825 Third Ave. New York, N.Y. 10022

SPAIN

SUBJECT	TYPE	ADDRESS
The Route of the White Towns	Brochure	Secretaria de Estado d Turismo
Barcelone	Brochure	Dieección General de Promoción del Turismo
Salamanca	Brochure	(free copy:not to be s
San Sebastian; Guipuzoca	Brochure	
Toledo	Brochure	
Pamplona; Navarra	Brochure	
Madrid	Brochure	
La Mancha: The Route of Don Quixote	Brochure	
Yo Solo: The Battle Journal of Bernardo de Galvez during the American Revolution (Galvez was a Spaniard who fought for the Americans in the Revolution)	Book	Polyanthos Inc. Drawer 51359 New Orleans,LA. 70151
Mujery Orientación Professional One in a series of books (Mujer y...) published by the Ministery of Culture ... the Assistant Manager of the Status of Women.	Book	La Subdirección Gener de la Condición Femen Ministerio de Cultura
	Magazine	Diplomatic Information Office Salvador, 3 Madrid,SPAIN
Spanish Visual Aids	Brochure	Cultural Office(A-V De Embassy of Spain 4200 Wisconsin Ave.,N Suite No.520 Washington, D.C. 20016

We received all these materials from:
The Spanish Embassy
2700 15th St.N.W.
Washington,D.C. 2000

WEDEN

SUBJECT	TYPE	ADDRESS
Fact Sheets on Sweden"	Flyers	Swedish Information Service 825 Third Avenue New York, NY 10022

Foreign Policy
- The Swedish Defense System
- Swedish Foreign Policy
- Nordic Co-operation
- Swedish Development Cooperation

Social Activity
- Social Insurance in Sweden
- Old-age Care in Sweden
- The Economic Situation of Swedish Households
- Correctional Care in Sweden
- Legislation on Family Planning in Sweden
- The Health Care System in Sweden
- Alchohol & Drug Abuse in Sweden
- Equality Between Women & Men in Sweden
- Child Care Programs in Sweden
- Support for the Disabled in Sweden

Industry & Economy
- The Swedish Economy
- The Swedish Metalworking Industry
- The Swedish Motor Industry
- The Swedish Shipbuilding Industry
- Electrical Engineering & Electronics in Sweden
- The Swedish Steel Industry
- The Swedish Shipping Industry
- Sweden's Chemical Industry
- Agriculture in Sweden
- Forestry & Forest Industry in Sweden
- Taxes in Sweden
- Energy and Energy Policy in Sweden
- The Swedish Mining Industry
- Consumer Cooperatives in Sweden
- The Swedish Construction Industry
- Swedish Trade Policy
- The Swedish System of Investment Funds
- Swedens Foreign Trade
- The Swedish Industry
- The Distributive Trade in Sweden
- Transport Policy & Traffic Trends in Sweden
- Fisheries in Sweden
- Swedish Consumer Policy

Labor Market
- Labor Relations in Sweden
- Swedish Labor Market Policy
- Occupational Safety & Health in Sweden

SWEDEN

SUBJECT	TYPE	ADDRESS
"Fact Sheets on Sweden" continued	Flyers	
Education & Research		
Alfred Nobel & The Nobel Prizes		
Research Planning & Organization in Sweden		
Primary & Secondary Education in Sweden		
Adult Education in Sweden		
Higher Education in Sweden		
Pre-School Education in Sweden		
Design, Architecture & Physical Planning		
Housing & Housing Policy in Sweden		
Literature		
The Swedish Book Market		
Other Social Questions		
Law & Justice in Sweden		
The Swedish Political Parties		
The Swedish Press & Other Media		
Local Government in Sweden		
[illegible]edish Government in Action		
[illegible]ronment Protection in Sweden		
[illegible]igrants in Sweden		
Swedish Cultural Policy		
The Swedish Ombudsman		
Religion in Today's Sweden		
Traffic Safety in Sweden		
Sweden in General		
The Lapps in Sweden		
The Swedish Population		
General Facts on Sweden		
Sweden (historical & geographical survey with a colored map)		
List of Fact Sheets (order form)		
Constitutional Protections of Rights and Freedoms in Sweden		
Schweden Sweden	Brochure	Swedish Information Service 825 Third Avenue, New York, NY 10022

SWEDEN

SUBJECT	TYPE	ADDRESS
Swedish Short Films	Brochure	Swedish Information Service 825 Third Ave. New York,N.Y. 10022 Misc.Addresses: Swedish National Tourist Office 75 Rockefeller Plaza New York,N.Y. 10019 3600 Wilshire Blvd. Los Angeles,CA. 90010 Swedish Trade Commission 1 Dag Hammerskjold Plaza New York, N.Y. 10017

SWEDEN

SUBJECT	TYPE	ADDRESS
Cultural Policy in the 20th Century	Book	Swedish Institute Hamngatan 27 P.O. Box 7434 S-10391 Stockholm SWEDEN [Free]
Trends in Educational Policy	Book	
In Brief (general info.)	Book	
Women on the Move	Book	
Viking Ways	Booklet	
Contemporary Music	Book	
History in Brief	Book	
Mass Media & State Support	Book	
List of Services Provided by Swedish Information Service	Flyer	Swedish Information Service 825 Third Avenue New York, NY 10022 1960 Jackson St. San Francisco, CA 94109 10960 Wilshire Blvd. Los Angeles, CA 90024

WITZERLAND

SUBJECT	TYPE	ADDRESS
RO HELVETIA: Series of articles ncludes: The Federal Palace and Its Institutions Switzerland in its Cultural, Social, and Political Aspects An Outline History of Switzerland The "Landsgemeinde" of Switzerland Swiss Foreign Policy Switzerland's Four National Languages The Origins of Reto-Romansh Popular Customs and Traditions in Switzerland Art in Switzerland from Hodler to the Present Day *	Booklet	PRO HELVETIA Press Section CH-8001 Zurich SWITZERLAND
oster ide one has picture; ide two has smaller pictures, and text containing misc. info, tables, etc.)	Poster	Federal Coordinating Commission for the Presence of Switzerland Abroad
ree Film Distribution	Xerox	Cultural Section Embassy of Switzerland 2900 Cathedral Ave.NW Washington, D.C. 20008

* also includes
Contemporary German-Language Literature in Switzerland

SWITZERLAND

SUBJECT	TYPE	ADDRESS
Reprint from: Modern Switzerland "A comprehensive cross-sectional view of Switzerland, as portrayed in 26 chapters by an all-Swiss panel of authors"	Reprint Booklet	Society for the Promotion of Science and Scholarship 835 Page Mill Road Palo Alto, CA 94304 (entire book costs 22.00; a single chapter costs 1.50)

Chapters include:
Research
Swiss Agriculture & Food Production
The Swiss Federal Constitution
Leisure-time Activities: Sports, Games, and Hiking
Industry-Labor Relations: Industrial Peace
Swiss Churches in the 20th Century
Political System of Switzerland
Switzerland and the U.N.
Demography and Population Problems
Tourism in 20th Century Switzerland
Swiss National Defense
Modern Art in Switzerland
The Swiss Banking Industry
Status of Women in Society and in Law
The Red Cross and the Geneva Conventions
Public Health in Switzerland
Switzerland in the 20th Century: The Economy
Technology
Social Security
Swiss Landscape
Judicial System
Energy Resources and Development
Switzerland and the Common Market
Swiss Neutrality during two World Wars

Switzerland (General Info) English (Switzerland) German (Schweizer Brevier) French (La Suisse)	Book	Kümmerly and Frey Geographical Publishers Berne, SWITZERLAND
Statistical Data 1981	Booklet	Federal Statistical Office Hallwylstrasse 15 CH - 3003 Berne SWITZERLAND
The Country and Its Economy 1981	Booklet	Swiss Bank Corporation 4 World Trade Center New York, NY 10048
Map of Switzerland	Map	

ADDITIONAL SOURCES OF INFORMATION

Great Britain
(England, Scotland, Wales,
Northern Ireland)
British Information Services
845 Third Avenue
New York, New York 10022

Luxembourg
Embassy of Luxembourg
2200 Massachusetts Avenue N.W.
Washington, D.C. 20008

Portugal
Embassy of Portugal
Consular Section
2310 Tracy Place N.W.
Washington, D.C. 20008

ITALY

From the Tree of Italy
Map pointing out birthplaces of famous Italians. Includes some born abroad or who played major roles in other lands. Limit 10 copies

Christmas in Italy
Discusses origins. Limit 10 copies

Italian Folk Costumes
Brochure discusses and illustrates folk costumes of various Italian regions. Limit 10 copies

Physical Geography of Italy
Covers climate, seas, relief, plains, rivers, lakes, flora and fauna of Italy. Limit 10 copies

Organization of The Italian State
Six-page pamphlet detailing structure and function of present political and administrative organization of Italy. Limit 10 copies

Istituto Italiano Cultura
686 Park Avenue
New York, NY 10021

BRITAIN

Britain in Brief
A 71-page book giving general information on Britain - climate, geography, industry, etc. Reasonable quantities available.

Information Pack on Britain
Collection of one-page fact sheets with related pictures. Reasonable quantities available. Titles include:

1. Agriculture, Fisheries, and Forestry
2. The Arts
3. Economy in Britain
4. Education in Britain
5. Government and Participation
6. Health and Social Services in Britain
7. Home and Community
8. Industry
9. International Cooperation
10. The Land of Britain
11. Monarchy, Parliament, and Law
12. Planning and the Environment in Britain
13. Science and Technology
14. Sport and Recreation in Britain
15. Transport and Communications

BRITAIN, cont.

British Information Services
845 Third Avenue
New York, NY 10022

NORWAY

Facts About Norway
An eighty-page book covering history, people, government, religion, education, health, social conditions, communications, economy, finances, cultures, and sports and recreation. Contains pictures and statistical tables. Single copy.

Norway At a Glance
Leaflet which folds out with pictures and general information. Classroom quantities available.

The Norwegian Information Service in the United States
825 Third Avenue
New York, NY 10022

PORTUGAL

Fact Sheet on Portugal
Five-page mimeographed copy of details on land, weather, people, economy, and government. Single copy.

Portugal--Information
Magazine on current issues and topics. Single copy.

Map of Portugal
Fold-out map which shows provinces, road system and altitudes. Entirely in Portuguese. Single Copy.

Embassy of Portugal
2125 Kalorama Road, NW
Washington, DC 20008

AUSTRIA

Austria--At the Heart of Empire
24½ x 19 colorful map plus information on Austria's position in the world, government and policy, the people, history, culture, science and research, and education. Single copies or classroom quantities.

The Republic of Austria
Folder on history, government, economy, forestry, minerals, currency, education, and culture. Single copies or classroom quantities

Austrian Press and Information Service
31 East 69th Street
New York, NY 10021

FRANCE

French Place Names in the USA
Examines names of explorers, historical figures, French cities, prompting names of places in the U.S. Single copy.

France and Her People
Booklet on French people, customs, occupations, provincial differences. Single copy.

The Fourteenth of July
Brochure on the taking of the Bastille and the end of the French monarchy. Single copy.

France and America
Booklet recounts history of relationship between France and the United States. Single copy.

French Cultural Services
972 Fifth Avenue
New York, NY 10021

YUGOSLAVIA

Josip Broz Tito
Biography of the Yugoslav leader. Single copy.

Yugoslavia in Brief
Fact sheet covering climate, population, government system, foreign policy, economy, national defense, social security and public health, education, and culture. 10 copy limit

Yugoslav Press and Cultural Information Center
488 Madison Avenue
New York, NY 10022

SWEDEN

Sweden
Illustrated brochure for students covering forests, factories, inventions, scientists, mining, festivals, recreation, and history. Limit 30. Include mailing label with zip code.

Swedish Information Service
825 Third Avenue
New York, NY 10022

CZECHOSLOVAKIA

General information on Czechoslovakia. No specific titles listed due to changes in supply. Wide assortment of material will be sent on request. Single copies.

Cedok-Czechoslovak Travel Bureau
10 East 40th Street
New York, NY 10016

DENMARK

General information on Denmark. Titles not listed separately, but current information available in single copies

Royal Danish Consulate General
Danish Information Office
230 Park Avenue
New York, NY 10017

FINLAND

Letter About Finland
Brochure on Finland in the form of a letter from a girl visiting Finland. Includes land, climate, people, government, education, culture, sport, economy, food, holidays, and important towns. Limit 5 copies.

Embassy of Finland
3216 New Mexico Avenue, NW
Washington, DC 20016

ROMANIA

Booklets, pamphlets, with photos, maps, and other materials containing general presentation for term reports (grades 5 and up). More references including books for teachers, professional staff, media centers, reference files, and libraries can also be mailed. Issues of Romanian Bulletin, a monthly publication showing preoccupations of Romanians today, aspects of history, culture, economy, science, the arts, and poetry are available. single copies

Romanian Library
200 East 38th Street
New York, NY 10016

SWITZERLAND

Teacher Kit on Switzerland
Specific titles very. Teachers can get one set of current offerings.

Swiss National Tourist Office
608 Fifth Avenue
New York, NY 10020

GREECE

Greek Civilization: Chronological Table
Eight-page article on most important dates in Greek history from 3000 BC to fall of Constantinople in 1453. Single copy.

The Olympic Games - History of the Olympic games. Single copy.

Embassy of Greece
Press and Information Office
2211 Massachusetts Avenue, NW
Washington, DC 20008

NON-EUROPEAN

Arab and Moslem Tunisia

Full color booklet depicts ancient art and architecture. Available in classroom quantities.

Tunisian National Tourist Office
630 Fifth Avenue, Suite 863
New York, NY 10020

Facts About Pakistan

Series of leaflets presents detailed information about Pakistan. Classroom quantities available. Titles include:

1. Art and Architecture
2. Coins
3. Cuisine
4. Customs and Ceremonies
5. Fashions
6. Festivals
7. Folk Tales
8. The Founder
9. Handicrafts
10. Map of Pakistan
11. National Heritage
12. Postage Stamps
13. Sports

Embassy of Pakistan
Information Division
2315 Massachusetts Avenue, NW
Washington, DC 20008

Islamic Republic of Mauritania

Booklet gives information on physical geography, history, politics, population, and economics of Mauritania. 25 copy limit.

Embassy of Mauritania
2129 LeRoy Place, NW
Washington, DC 20008

New Zealand Information Pack

Maps, pictures for display, and a booklet of pertinent facts. Single copies.

New Zealand Consulate General
Suite 530
630 Fifth Avenue
New York, NY 10020

The Phillipines Today

Seventeen-page transcript on land, people, history, government, and more. Single copies.

Embassy of the Phillipines
Cultural Office
1617 Massachusetts Avenue, NW
Washington, DC 20036

Some major concepts to stress in studying the Middle East
Reprint of Leonard S. Kenworthy's monograph "Studying the Middle East in Elementary and Secondary Schools." Intended as reference material by teacher. 11 pages. Single copy

America-Mideast Educational Training Service
Information Services
Suite 100
1717 Massachusetts Avenue, NW
Washington, DC 20036

CANADA

New Brunswick Educational Folder
General information on the Canadian province. 1 copy in French or English.

New Brunswick Department of Tourism
Promotion Branch
P.O. Box 12345
Fredericton, New Brunswick, Canada E3B5C3

Newfoundland: The Original Part of Atlantic Canada
Book on history, and features of Newfoundland and Labrador. Limit 5 copies.

Newfoundland Department of Tourism
Government of Newfoundland and Labrador
P.O. Box 2016
St. John's, Newfoundland, Canada A1C5R8

Yukon Information Kit
Brochures on different aspects as history, geography, government, mining, forestry, health and welfare, tourism, flora and fauna, communication, transportation, and national emblems. single copies.

Yukon Public Affairs Bureau
Yukon Inquirey Centre
P.O. Box 2703
Whitehouse, Yukon Territory, Canada Y1A2C6

CULTURGRAM FOR INDIVIDUAL NATIONS

Culturgram Communication Aid

Nation and Map of Nation
Greetings
Visiting
Eating
Public meetings
Gestures
Traveling
Population
Language
Religion
Holidays
The Family
Dating and Marriage
Social and Economic Levels
Diet
Recreation
Land and Climate
History and Government
Economy
Education
Transportation
Health

Culturgram

Brigham Young University
Center for International and Area Studies
Publication Services
Box 61, Faculty Office Building
Provo, UT 84602

Price Range

1-10 Culturgrams - 35¢ each
11-30 Culturgrams - 30¢ each
31-99 Culturgrams - 25¢ each
100+ Culturgrams - 20¢ each

Entire Culturgram Series (81 total) - $19.00

GIFTED AND TALENTED

Source: "Teaching Social Studies to the Gifted and Talented"
by Indiana Department of Education

A World View - Teachers Planning Guide
(Has enrichment suggestions for each chapter of the text)

THE INDIANA RELIGION STUDIES PROJECT

Lesson Plans

1. How to get along in Japanese society
2. Men and women of a kibbotz
3. Cultural differences among Asian peoples

Lesson plans available from:

Indiana Religion Studies Project
Stephen J. Stein, Director
Sycamore Hall 230
Indiana University
Bloomington, IN 47405

RESOURCES: AUDIO-VISUAL

Films and filmstrips coordinated with the text: A World View.

Unit One

SS329	Learning to Read Maps, 12 min.
SS376	Maps - Where Am I? 11 min.
SS1571FSC	Map Works - A Map Interpretation Program
SS1572FSC	Map Basics - A Map and Globe Skills Program
SS1600FSC	Exploring Maps - Map Skills For Today
SS1608FSC	Guiness World Records Map Skills
SS823	Map Projection in the Computer Age, 11 min.
SS1516FSC	Finding Our Way With Maps and Globes
SS1558FSC	World Climate and Landscape

Unit Four - Western Europe

SS86	Europe - An Introduction, 20 min.
SS841	Families of the World - Spain, 20 min.
SS842	Families of the World - France, 19 min.
SS1073	Geography - Northern Europe
SS1074	Geography - Western Europe
SS1075	Geography - Central Europe
SS1076	Geography - Southern Europe

Unit Five - Eastern Europe and the Soviet Union

SS1573FSC	Journey Across Russia the Soviet Union Today
SS1605FSC	Eastern Europe
SS2002	Kit - Russia
SS834	Soviet Union - A New Look, 20 min.
SS1458	A Communist Society in Transition

Unit Six - North Africa and the Middle East

SS20	Faces of Egypt, 26 min.
SS217	Ancient Egypt, 11 min.
SS697	Changing Middle East, 25 min.
SS732	Africa Today, 14 min.
SS782	Middle East - Building A Dream, 21 min.
SS789	Mideast Land and People, 19 min.

Unit Seven - Africa South of the Sahara

SS770	Ethiopia, Third World Powder Keg
SS732	Africa Today, 14 min.

Unit Eight - South Asia and East Asia

SS310	Afghanistan, Threads of Life
SS806	China Changing Face, 25 min.
SS860	China Today - A New Look at the World's Oldest Culture, 22 min.
SS1528 FSC	China, A Place of Mystery
SS1077FSC	The Peoples Republic of China
SS1560FSC	China Today
SS2004	Kit - China
SS649	Forbidden City, 43 min.
SS1596FSC	China Ancient Civilization
SS849	India - An Introduction, 24 min.

Unit Nine - Oceania and Australia

SS82	Australia, 17 min.
SS83	New Zealand, 14 min.
SS1538	Tasaday - Stone Age People in a Space Age World
SS692	Cave People of the Phillippine, 38 min.

EVANSVILLE-VANDERBURGH COUNTY PUBLIC LIBRARY AUDIO-VISUALS LIST

Films are available free of charge. They may be reserved by phone (425-2621, extension 17). The film room is opened Monday through Friday, 8:30 a.m. to 5:30 p.m. Teachers must be registered with the Public Library.

Africa: A New Look, 27 min., color, International Film

And Who Shall Feed This World: India, 47 min., color

Antarctica: The Unowned Land, 25 min., color, Journal Films

Australia: More Than Kangaroos, 21 min., color, LeMont Films

China Today, 22 min., color, Screen News Digest

The Genius of Japan, 14 min., color, Screen News Digest

Germany, 25 min., color, Screenscope

India: An Introduction, 25 min., color, International Film Foundation

FOR E-VSC films on economics, refer to the sixth grade section of the guide.

7th GRADE TIMELINE

Unit I	Chapters 1-3
	Chapters 26-27
Unit II	Election
Unit III	Chapters 9-12
	Chapters 13-14
Unit IV	Chapter 15-16
	Chapter 17-19
Unit V	Chapter 20
	Chapter 19
	Chapter 22-25

Subject: Social Studies Length: 5 Weeks

Grade Level: 7 Unit Theme: Geography: Tools for Understanding

DIFFERENTIATED LEARNER ACTIVITIES

Introductory

1. Begin a geography notebook to be used throughout each unit. The notebook should contain vocabulary words, notes, outlines, maps, and other material gathered over each unit. The notebook will not be collected and graded per se, but it will be used as reference and for essay tests.

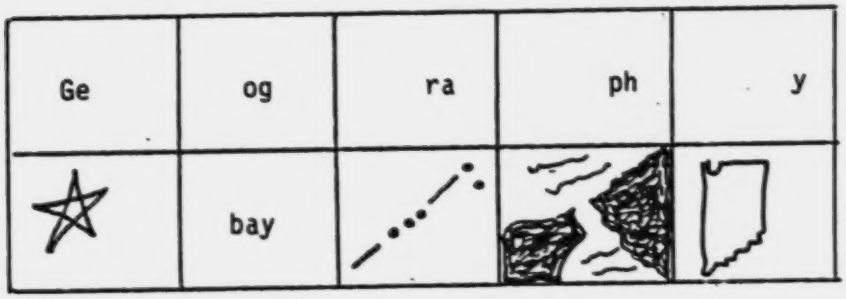
2. Obtain a road map of your state to examine and become familiar with the workings of a map. Determine how such things as scale, key, symbols, and the grid system work to make a useful tool and share your findings in a class direction.

3. Brainstorm and record the physical features of your community. Locate and display pictures and names of these physical features.

Developmental

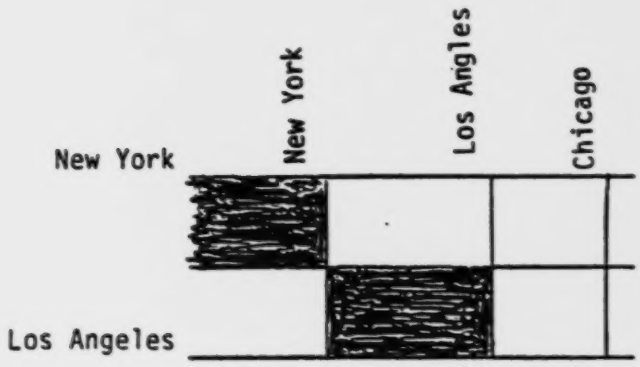
1. Research to define and understand the earth's physical features (canyons, deltas, lakes, bays). Develop recognition of the features both in symbol and actual visual image. Organize your research in one of the following ways:

   a. Develop a set of poster definitions for each physical feature. The poster should include a brief description, the map symbol, and a photograph or drawing of that physical feature.
   b. Use a background map of the world, show locations of physical features, and enhance with pictures illustrating each feature.
   c. Prepare bingo cards and games using pictures, symbols, and definitions of physical features. Use tag board for game cards and index cards for calling cards. Divide tag board into 25 squares. Print MAP-It or Ge-og-ra-phy. Draw map symbols or definitions in each square. Each map-it card should be different. Each calling card should give caller information as "symbol for the capital of a country" and show the answer.



2. Use a political map from an atlas and the map scale to measure the straight-line distance between ten of the following cities: San Francisco, Los Angeles, Phoenix, Dallas, Houston, New Orleans, Jacksonville, Indianapolis, Chicago, Milwaukee, Washington, D.C., and New York. Record the distances in miles and/or kilometers.

   Prepare a graph showing distances between each city. List cities horizontally and vertically across graph so distances can be recorded and calculated between each city. See example:



3. Explore magazines and newspapers to search for various types of maps and/or write various places requesting maps. Maps may be obtained by writing to city, county, and state government offices; state and national parks' state department of transportation' and tourist centers. The United States Geological Survey (U.S.G.S.) has a variety of maps available. Write to the U.S. Geological Survey, 582 National Center, Reston, VA 22092. Request an index map of your state which will tell what maps are available and how to order them directly from the U.S.G.S.

   Prepare a brief presentation about your map collection. Describe special purpose maps, symbolism, scale, and type. Categorize and organize the entire student map collection by type or purpose. Create, label, and arrange a bulletin board display of maps.

4. Collect different kinds of graphics from various sources such as newspapers, magazines, and product labels. Look for a wide variety of graphs. Analyze and categorize each graph in the collection by type. Evaluate the value of graphs in daily life by creating a poster or bulletin board display to illustrate how graphs play a part in our lives. Show the different ways graphs can organize, compare, or explain information.

5. Using the newspaper or TV weather forecast, record the time of sunrise and sunset on the same day each week for a seven to nine week period and prepare a line graph showing this information. Analyze the line graph and prepare a paper explaining this natural phenomena.

6. Research and collect information to explain a particular climate region. Include temperature and precipitation charts, ocean currents, latitude, and map location as needed. Organize climate zone information into a poster or diorama that includes vegetation, climate, map locations, and brief descriptions.

7. Using an atlas, plot the longitude and latitude readings for the boundaries of a chosen continent (or large country). Exchange this information with others to test your abilities to find and read longitude and latitude. Using graph paper or paper marked off in squares, mark a line to represent the equator and the prime meridian. Determine intervals (5^{o} 10^{o} 15^{o} 20^{o}) and mark parallels and meridans. Exchange longitude and latitude readings and test ability to read and find latitude and longitude.

Culminating

1. Combine various elements of geography to present a single map or series of maps from your school to home. Prepare maps to include:

   a. Physical features such as lakes, rivers, hills, and swamps.
   b. Road map showing streets, roads, railroads.
   c. Scale, symbols, keys.
   d. Longitude and latitude. (See city engineer's office, topographic map of area, and bench mark near school.)

2. Select another place to live in a different climate zone. Assess, describe, and evolve a description of how it would affect your life to live in a different climate zone. Consider parent's occupations, housing, deaths, recreation, food, and daily schedules.

EVALUATION

1. Student notebooks will be evaluated according to accuracy in using facts determined by the professional judgment of the instructor and a checklist of criteria established jointly by the instructor and a committee of students.

2. Graphs, maps, posters, dioramas, essays, and papers, concerning the elements of geography will be evaluated according to the professional judgement of the teacher.

SELECTED RESOURCES

Teacher Resources

Atlas
State Road Map
Geographical Dictionary
Topographic map of area

1. Create a geography game using latitude, longitude, and world countries or cities.

2. Draw a set of regional maps showing countries in each continental area.

3. Make a cultural comparison chart, comparing America with other world regions.

4. In a paper show how the culture of other countries has influenced American culture.

5. Using a world map, show where and when immigrants came to the United States. This could also be done as a bulletin board display.

Western Europe, Eastern Europe, Eurasia

1. Compare the USSR (Eurasia) with Western Europe or Eastern Europe.

2. Compare (similarities and differences) Western Europe with Eastern Europe. Include such things as geography, government, agriculture, industry, minorities, etc.

3. Using a map of Europe and Asia show the regions topography.

4. As an extension of #3 above, have the students research and write papers on one or more of the following:

   a. How topography has affected the invading of Eurasia.
   b. How rivers are a key to transportation, communication, and development of various countries.
   c. How Eastern Europe has been a buffer and battleground between East and West.

5. Have students do a bulletin board or a class presentation about one of the countries of this region.

Africa and Middle East

1. Develop a timeline of early African history.

2. Compare and contrast the 3 major religions centered in the Middle East.

3. Develop a timeline of early Middle Eastern history.

4. Research and write a paper on the role of women in the Middle East.

5. Discuss the problem of wild game (nature) ecology, management, and extinction in Africa.

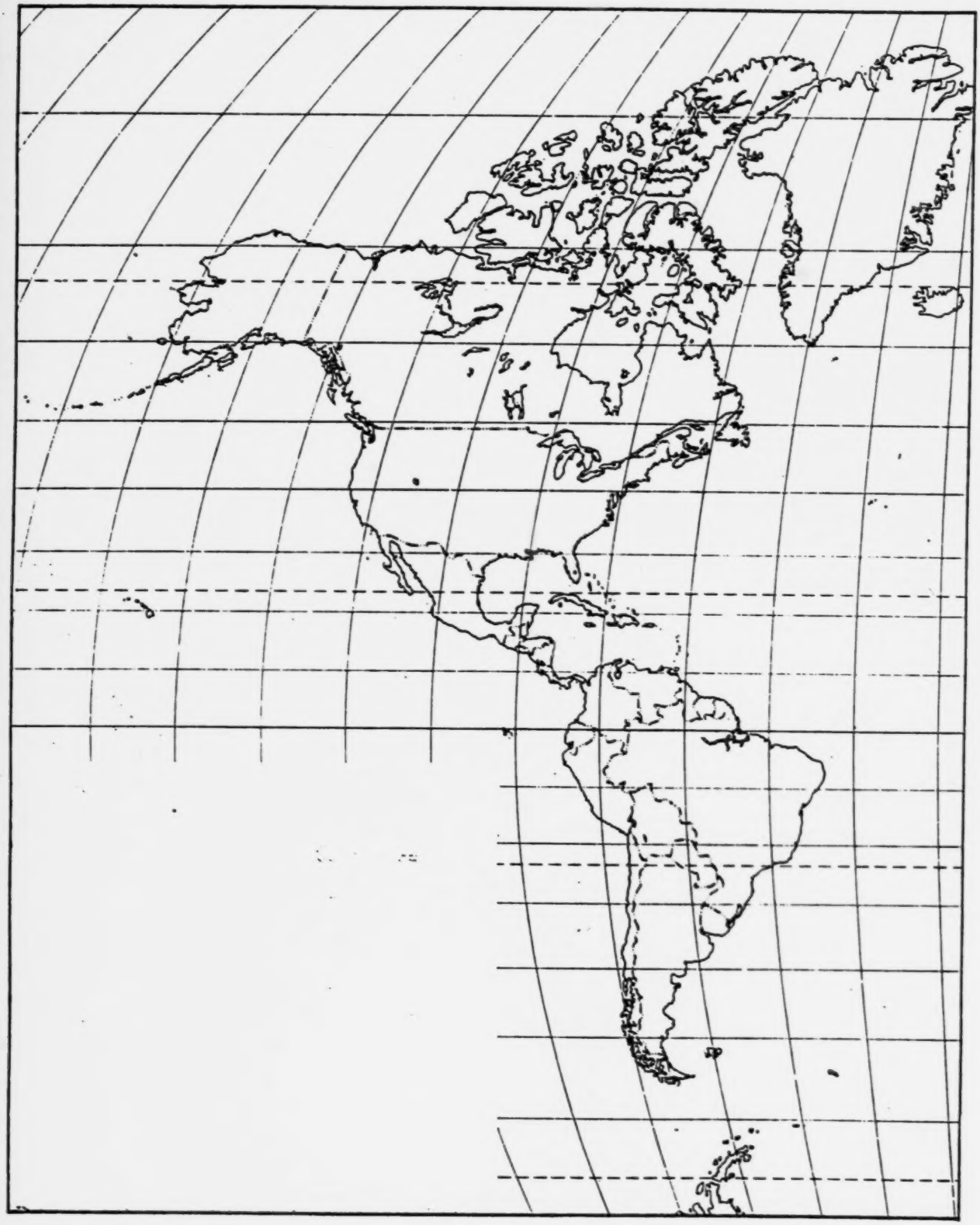
China, Japan, Asia

1. Develop a timeline of Chinese history.
2. Develop a timeline of Japanese history.
3. In a paper discuss the role and influence the family exerts on an individual.
4. Compare Japanese, Chinese, English, and American education.
5. Write a short story with an Asian background.

SIXTH GRADE

Latin American and Canada

LATIN AMERICA AND CANADA GRADE 6



COURSE TITLE: Latin America and Canada (Grade 6)

COURSE DESCRIPTION:

The course, Latin America and Canada, will provide students the opportunity to study the geographic, economic, cultural and historical development of Canada and Latin America and their relationship to the world community. Geography skills, communication (writing, oral and social) skills, and critical thinking skills will be emphasized. Student participation in one local History Day is encouraged.

The Kokomo-Center Township Consolidated School Corporation's sixth grade unit in economics has been included in this guide to assist teachers in integrating economic concepts in their instructional strategies.

The Indiana General Assembly has mandated that all social studies classes, grades 6-12, must study the election process a minimum of five class periods prior to each general election. Appropriate references have been included in this guide to assist teachers in implementing the mandate.

TEXTUAL MATERIALS:

Text: Bacon, Phillip and Swartz, M. Evelyn, Latin America and Canada
(Allyn and Bacon, Incorporated/
Follett Social Studies Series, 1983)
Teacher's Annotated Edition

Teacher's Resource Center
- Atlas
- Letters to Parents
- Activity Resource Masters
- Teacher's Edition of Workbook
- Unit Test Masters
- Keys for Resource and Test Masters

Student Workbook, Latin America and Canada:
Sixth grade students will purchase student workbooks. Workbooks should be used as one type of instructional activity. Instructional activities should be varied in type. Consult the media center personnel and material as resources.

GOALS

After studying Latin America and Canada, students will:

Textual/Content Topics

Gain knowledge from using maps and globes.
Gain knowledge of basic geography of the Western Hemisphere.
Gain insight into the history of early western peoples and their culture.
Gain knowledge of Latin American and Canadian geographies and histories with specific emphasis on regional interaction and focus on the future.

Citizenship/Law Related Education

Learn to respect the rights and opinions of others.
Accept responsibility,
Gain knowledge of comparative political systems.
Recognize the application of law to world order.
Participate in decision making.
Respect the United States' heritage and beliefs as well as those of other nations.
Appreciate diverse ethnic heritage.
Develop good work and study habits.
Recognize that as citizens of the world they are responsible for being well-informed on global issues.

Economics

Gain knowledge of the supply and demand of the world's limited resources.
Recognize the problems of scarcity of resources and materials in the Western Hemisphere.
Recognize the influences of economics upon governmental systems.
Gain knowledge of how people make a living in the Western Hemisphere.
Identify economic terms: supply, demand, scarcity, opportunity costs, specialization, voluntary exchange, interdependence, markets.

Geography

Use specialized maps.
Apply basic geographic skills to interpret maps and globes.
Recognize the influences of geography on economic, government, and social development in the Western Hemisphere.
Identify major rivers, land forms, and climate zones of the Western Hemisphere.
Learn and be able to locate on a map the nations and their capitals in the Western Hemisphere.
Define latitude, longitude, geographic grid, scale, cardinal directions, equator, prime meridian, international date line, time zones, climate, different types of climates, continental drift, Tropic of Cancer, Tropic of Capicorn, equator, seasons, equinox, solstices, glaciers.

Global Awareness/Current Events

Recognize people, places, and events of historical and current significance to the Western Hemisphere.
Recognize the economic interaction and interdependence of countries in the Western Hemisphere.
Distinguish between fact and opinion in evaluating current events.

Career Awareness

Compare career opportunities in his/her own society with those in other societies of the Western Hemisphere.
Recognize the impact of the economic system and socio-cultural structure of a society on career choices.

Chronology

Recognize the development of the Western Hemisphere as it relates to world affairs.
Recognize the sequencial development of individual nations in the Western Hemisphere.
Develop time lines of key events in their lives and in the development of individual countries.

Written/Oral/Social Communications

Utilize primary and secondary documents and other resources (periodicals, books, almanacs, encyclopedias).
Distinguish between fact and opinion.
Prepare a report or project for the local History Day.
Recognize author's bias and/or purpose.
Develop the skills of paraphasing and summarizing.
Write essays.
Identify propaganda.
Continue to expand their vocabularies by defining and spelling words correctly, orally and in writing.
Use proper grammar in writing and speaking.
Use sentences in completing assignments and tasks.
Distinguish between main ideas and details.
Read, interpret and construct tables, graphs, charts, cartoons, maps and timelines using paper and pencil or data base computer programs.

COURSE OUTLINE: CONTENT

Basic geography skills should be taught at the beginning of the sixth grade social studies course. The atlas, the dictionary of geographical terms and units one and two of the adopted text, Latin America and Canada, provide basic information on the teaching of geography skills and knowledge. Students should master these skills and expand them throughout the remainder of the year. After studying the geography related content and skills, teachers should choose the order of instruction making either Latin America or Canada as the first focus of their instruction. However, both Latin America and Canada should be studied in the year long sixth grade social studies course.

I. Geography

- A. The Atlas
- B. A Dictionary of Geographical Terms
- C. The Atlas Tells a Story
- D. Climates of the Western Hemisphere
- E. Variety and Patterns
- F. Climatographs and a Diagram Tell a Story of Climate Patterns
- G. The Eastern Side
- H. The Western Side
- I. The Physical Landscape
- J. Landforms
- K. Elements of Weather and Climate
- L. Globes and Diagrams Tell a Story of the Seasons.
- M. Climate, Soil, and Vegetation
- N. The Ice Age

II. Early People

- A. The Earliest Americans
- B. Maps Tell a Story of Ice and the Earth
- C. The First Farmers
- D. Early Cities in the Americas
- E. The Empire of the Incas
- F. Eskimos of the Frozen North

III. Canada or Latin America/The Latin American Landscape

- A. Maps and Graphs Tell a Story of Middle America
- B. Maps and Graphs Tell a Story of the Islands of the Caribbean
- C. Maps and Graphs Tell a Story of South America

IV. History of Latin America

- A. Maps Tell a Story of Exploration and Conquest
- B. Cortes Conquers the Aztecs
- C. Conquistadores in South America
- D. The Colonists
- E. The Liberators

V. Mexico

A. A Country of Natural Barriers
B. Mexico City
C. The Central Plateau
D. East, North, and West
E. Maps and Diagrams Tell a Story of Karst Topography
F. In the South
G. History of Modern Mexico

VI. Central America

A. Maps Tell a Story of Central America
B. The Seven Countries
C. The Economy
D. Crossroads of the Americas

VII. The Caribbean

A. The Region
B. Maps Tell a Story of Hurricanes
C. Cuba
D. Hispaniola, Jamaica, and Puerto Rico
E. The Lesser Antilles

VIII. The Andean Highlands

A. Maps Tell a Story of the Regions of South America
B. The Region
C. The People
D. What the People Do

IX. The Tropical Lowlands

A. The Amazon Basin
B. Resources of the Amazon Basin
C. The Orinoco Basin and the Coastal Plains
D. A Map and Photographs Tell a Story of Sugarcane Production

X. The Eastern Highlands

A. The Region
B. The People and the Resources
C. What the People Do
D. Maps and Graphs Tell a Story of Coffee

XI. The Subtropical Plains

A. The Land
B. A Map and Graphs Tell a Story of Uruguay
C. The People
D. The History of Argentina, Uruguay, and Paraguay

XII. Latin America's Future

A. The Focus of the Future
B. Graphs Tell a Story of Latin America's Population
C. Industrializing for the Future

XIII. The Canadian Landscape

A. Maps and Graphs Tell a Story of the Land and the Climate
B. Maps and Graphs Tell a Story of Canada's Population
C. Graphs Tell a Story of Making a Living

XIV. History of Canada

A. Early Explorers and Settlers
B. Colonial Canada
C. Canada Unites
D. Maps Tell a Story of Confederation and the Railroad
E. Canada Since Confederation

XV. The Maritime Provinces

A. The Land and Climate
B. Maps and Diagrams Tell a Story of Icebergs and Sea Ice
C. The People
D. Modern Maritime Life

XVI. The St. Lawrence Valley

A. Diagram Tells a Story of Rivers
B. The Land and the Climate
C. The People
D. Making a Living in the St. Lawrence Valley

XVII. The Ontario Lowlands

A. The Land
B. Maps and Diagrams Tell a Story of Canals
C. The People
D. Making a Living in the Ontario Lowlands

XVIII. The Northern Forest and the Artic

A. The Land of the Long Winter
B. Maps and Diagrams Tell a Story of Permafrost
C. Making a Living in the Northern Forest
D. Making a Living in the Arctic

XIX. The Prairies

A. Maps Tell a Story of Prairies
B. The Land and the Climate
C. The People of the Prairies
D. The Prairies Today

XX. The Montane West

A. Maps Tell a Story of Cordilleran Belts
B. The Canadian Rockies
C. The Intermontane Plateaus
D. The Pacific Coast

XXI. Canada's Future

A. The Focus of the Future
B. Maps and Graphs Tell a Story of Canada's Mineral Resources
C. Canada and the United States

LATIN AMERICA AND CANADA

Basic Skills - Geography

I. Using Symbols

A. Help students learn how to use the geographic grid to identify specific places.
B. Help students assess the differences and similarities of the various nations through use of a variety of maps.
   1. Political
   2. Economic
   3. Topographic
   4. Industry
   5. Agriculture
   6. Climate
C. Use the map legend as a key to interpret maps and evaluate the information available.

II. Finding Location

A. Help students understand and then apply the following:
   1. Latitude
   2. Longitude
   3. Geographic Grid
   4. Special Purpose Maps

III. Orienting and Finding Directions

A. Use the Cardinal and intermediate directions to find the various cities of note in Latin America and Canada.
B. Use the Cardinal and intermediate direction to find the countries of Latin America and provinces of Canada.
C. Help the student use maps to trace social and economic patterns throughout the Western Hemisphere.

IV. Using Scale and Finding Directions

A. Help students determine distances and their relationships among Central, Caribbean, and South America.
B. Help students equate distances with latitude.
C. Help students equate time with longitude.
D. Help students determine distances and the relationships with points of interest throughout Canada, Latin America and the United States.

V. Identify and Master

A. Countries and capitals of Western Hemisphere.
B. Provinces of Canada.
C. Geographic Terms.
D. Cardinal Directions.
E. Longitude and Latitude.

RESOURCES

Evansville-Vanderburgh School Corporation Media Center:

SS0292 Film Scarcity and Planning (People on Market Street) 16 min., SD, Color
Introduces the concept of scarcity, explaining that people want more and better goods than are available. Relates the economic problems of organizing and coordinating the work of many people to produce desired goods.

SS0293 Film Cost (People on Market Street) 19 min., SD. Color
Introduces the concept of "opportunity cost," explaining that the cost of any good, act or services is the best alternative opportunity given up. Uses the costs of giving a party as in illustration.

SS0294 Film Demand (People on Market Street) 21 min., SD. Color
Explains the law of demand - that the more something cost, the less people want of it. Illustrates the price-effect as well as other factors affecting demand, such as wealth, family size, tastes and type of work.

SS0295 Film Supply (People on Market Street) 19 min., SD, Color
Shows how the amount of goods produced and supplied responds to market price and how anticipated sales, selling prices, costs and profits guide a potential producer.

SS0296 Film Market Clearing Price (People on Market Street) 23 min. SD, Color
Explains how the price of a good equates the amount of that good demanded with the amount supplies. Explains how inventories help to provide reliable supply at more predictable prices.

SS0297 Film Wages and Production (People on Market Street) 18 min., SD., Color
Applies demand and supply principles to labor. Shows how wage rates affect the kinds and amounts of labor services offered and the amount demanded. Presents some factors affecting wage rates.

SS0298 Film Property Rights and Pollution (People on Market Street) 19 min. SD., Color
Shows how the exchange of well-defined property rights can direct goods to their highest valued application. Contrasts this situation with one in which difficulties are encountered because property rights are not well defined or exchangeable. Illustrates these principles in the context of air and water usage.

"Trade-offs" is designed to improve economics instruction in United States and Canadian schools. This series of fifteen lessons, for children from nine to thirteen, will help students think their way through economic problems and increase their understanding of economics. On a broader scale, it will help them become more effective decision-makers and ultimately more responsible citizens.

*TRADE-OFF films each 20 minutes (Agency for Instructional Television 1978)

*SS0754 CHOICE

Lesson introduces the important concept of opportunity cost. The program is about children who, like everyone else, have limited amounts of resources such as time and money. The children recognize they must frequently choose between the different ways they can use their resources. Inevitably, choosing one thing means giving up the opportunity to choose something else.

*SS0755 MALCOM DECIDES

Lesson is about personal decision-making. The program introduces a five-step process of decision-making that can be used to make all kinds of decisions. The steps are: (1) Define the problem, (2) List alternatives, (3) State criteria, (4) Evaluate alternatives, and (5) Makes a decision.

*SS0756 WE DECIDE

Lesson is about social decision-making. It applies the five-step process introduced in Lesson 2 to a social decision. A decision-making grid is presented in both the live action and the special visual segments of the program to show how alternative ways of assigning limited bike rack spaces can be analyzed in terms of various criteria.

*SS0757 GIVE AND TAKE

Lesson is about trade-offs. It examines decisons involving conflicting objectives and indicates that some decisions do not have to involve an all-or-nothing choice. The important idea of trade-offs is introduced and defined as giving up sone (not all) of one thing to get some (not all) of another. Trade-offs can involve more than two things, and many combinations are possible.

*SS0758 LESS AND MORE

Lesson introduces the general concept of increasing productivity and the accompanying advantages and disadvantages. It defines productivity as the amount of output (or production) per unit of input.

*SS0759 WORKING TOGETHER

Lesson examines specialization and the division of labor as one way of increasing productivity. With each person specializing on one part of a whole job, output per unit of input can be increased. The increased productivity can be used to increase output and income or it can be used to free people to do other things. But specialization has disadvantages as well as advantages.

*SS0760 DOES IT PAY?

Lesson is about investing in capital goods as one way of increasing productivity. Capital goods are buildings, tools, machines, and other equipment used by workers in production.

*SS0761 LEARNING AND EARNING

Lesson examines investment in human capital--the education and training of workers--as one way of increasing productivity.

*SS0762 WHY MONEY?

Lesson is about voluntary exchange and the convenience of money. People exchange things because both sides expect to benefit from the trade; but direct exchange without the use of money can be clumsy, time consuming, and inconvenient. Money increases the benefits of voluntary exchange becuase of its convenience and general acceptability.

*SS0763 TO BUY OR NOT TO BUY

Lesson is about market demand--the amounts people are willing to buy at various prices.

*SS0764 TO SELL OR NOT TO SELL

Lesson is about market supply--the amounts that people are willing to sell at various prices. If price is the only factor that changes, people will sell more at higher prices and less at lower prices.

*SS0765 AT WHAT PRICE?

Lesson is about market clearing prices. These are prices at which the amount that people are willing to sell (supply) is equal to the amount that people are willing to buy (demand). Market clearing prices are those at which there is neigher a surplus nor a shortage.

*SS0766 HOW COULD THAT HAPPEN?

Lesson emphasizes the interdependence of market prices--that markets do not operate in isolation. Changes in supply, demand, and market clearing prices in one market have important, and often unforeseen, effects in other markets as well. Price changes act as signals to both producers and consumers and affect that is produced, how it is produced, and how it is distributed.

*SS0767 INNOCENT BYSTANDERS

Lesson deals with ways of reducing the indirect cost that occurs when actions of some people are harmful to others not directly involved. Since the buyer and seller do not have to pay for all of the cost involved, goods or services that inflict indirect costs on others tend to be overproduced.

*SS0768 HELPING OUT

Lesson deals with ways of increasing the indirect benefits that occur when the actions of some people are helpful to others not direcly involved. Since buyers and sellers do not receive all of the benefits involved, goods and services that provide indirect benefits to others tend to be under produced.

AUDIO-VISUAL RESOURCES - GRADE 6

E-VSC Media Center:

CANADA

SS0190	Age of Discovery: English, French, and Dutch Explorations 12 minutes, color
SS0793	Canada, 18 min., color
SS0831	Canada: Yukon Territory, 15 min., color
SS1547	Eskimos of St. Lawrence Island, 3 FS, 3 records

CENTRAL AMERICA

SS0190	Age of Discovery: English, French, and Dutch Explorations 12 minutes, color
SS0081	Aztec: Religious Temples and Ceremonies, 11 min., color
SS0368	Early American Civilizations: Aztecs, Mayan and Incas 13 min., color
SS0461	Panama Canal: Gateway to the World, 14 min., color
SS0551	Mexico's History, 16 min., color
SS0634	Central America: Finding New Ways
SS0635	Sentinels of Silence: Ruins of Ancient Mexico, 19 min., color
SS0694	Mexico: Four Views, 15 min., color
SS0776	Panama Canal, 11 min., color
SS0783	Indians of Mexico: The Tarascan, 14 min., color
EE1618FSC	Aztec, Legends, 12 min.
EE1593FSC	Ancient Monuments and Mysteries, 1 FS, 1 cassette

SOUTH AMERICA

SS0264	Argentine Republic (geography) 11 min., color
SS0273	Brazil, 18 min., color
SS9260	South America: Today, 25 min., color

SOUTH AMERICA

SS0265	Geography of South America: Countries of the Andes, 11 min., color
SS0273	Brazil, South America's Giant, 18 min., color
SS0368	Early American Civilization: Aztec, Mayan and Incas, 13 min. color
SS0605	Incas, 11 min., color
SS0781	Geography of South America the Continent, 14 min., color
SS0790	South American: Land and People, color
SS0792	South America: History and Heritage, 17 min., color
SS159FSC	Ancient Monuments and Mysteries, 1 FS, 1 cassette
SS1442FST	Story of Latin America, 4 FS, 4 records

Evansville-Vanderburgh County Public Library:

Films are available free of charge. They may be reserved by phone (425-2621, extension 17). The film room is opened Monday through Friday, 8:30 to 5:30 p.m. Teachers must complete information card to be eligible to borrow film as well as possessing a library card.

CANADA

Alberta Sunshine, 28 min., color

And God Created Summer (Canada) 13 min., color

Angotee (Eskimo) 32 min., color

The Big Country (Canada) 15 min., color

Bonjour Quebec, 13 min., color

Faces Ontario, 15 min., color

Faces Quebec, 23 min., color

Folklorama Winnipeg, 9 min., color

The Heritage Highway, 14 min., color

Highways to Splendor (British Columbia) 24 min., color

Huronia, 14 min., color

Island Eden (Vancouver) 24 min., color

Journey North (Canada's Northwest) 13 min.

The Land Between (British Columbia) 28 min., color

Manitoba: Every Man's Wilderness, 26 min., color

Montreal's Winter Welcome, 10 min., color

Orison (Nova Scotia) 18 min., color

Ottawa: Canada Capital, 13 min., color

Picture Canada, 27 min., color

Saskatchewan: Faces, Places and Memories, 13 min., color

Toronto, 15 min., color

CENTRAL AMERICA AND CARIBBEAN

Caribbean Powder Keg: The Panama Canal, 14 min., b/w

In Search of Ancient Mysteries, 52 min., color

Middle America: The Land of People, 22 min., color

This is Mexico, 17 min., color

SOUTH AMERICA

In Search of Ancient Mysteries, 52 min., color

South America: Land and People, 21 min., color

South America Today, 25 min., color

Ancient Peruvian, 29 min., color

Printed Materials:

SIMULATION

Simulation Games and Learning Activities Kit for the Elementary School
Jay Reese, Parker Publishing Company, West Nyack, NY

Recommended for purchase.

Chapter 3 offers a political science and decision-making simulation on Panatine, an imaginary nation in South America. Students participate in roles as government leaders, opposition, military and private citizens and are confronted with typical Latin American problems with which they must deal. Students must choose a course of action to follow. The consequences of each decision are given.

The simulation also includes assignments in research to develop the imaginary country and a debriefing conclusion.

MAGAZINES AND NEWSLETTERS

Canada Today, Canadian Embassy, Ambassade du Canada, 1771 N Street, NW, Washington, DC 20036-2878 202-785-1400

This newsletter is published nine times a year and is available free upon request using school stationery. Unless specifically noted, articles are not copyrighted and may be reproduced.

BOOKS/BOOKLETS

Canada Handbook, 1984

The book includes both historical and current information on all aspects of Canadian society, economics, and government. It includes text, photographs, and statistical tables.

Order: Canadian Government Publishing Centre
Supply and Services Canada
Ottawa, Canada KIA 059
$7.55 (subject to change)

Teacher's Handbook for Latin American Studies, An Annotated Bibliography of Curriculum Materials, Preschool Through Grade Twelve by John N. Hawkins

Your school library could obtain this reference fron the UCLA Latin American Center. It is also available through interlibrary loan from The Indiana University Main Library.

BOOKS/BOOKLETS

Current Issues from the Close Up Foundation (yearly)
$5 special rates for large orders

Order: Education Publications
Close Up Foundation
1235 Jefferson Davis Highway
Arlington, VA 22203
(Domestic and Foreign Policy)

Latin America, The World Today Series 1984
Skye Corporation, Stryker-Post Publications, Washington D.C, Harpers Ferry, WV

Revised editions published each August. Included are maps and current profiles of individual countries in that region. It is a good source of current data. Price $4.50-$10.00 range per book.

Latin America and Canada
Gary Elbow, Silver Burdett, 1985

Indiana in the World (Teaching Activities Packet)

The Indiana in the World Activities Packet is the result of a cooperative effort involving the Indiana Department of Public Instruction, teachers, and administrators from 10 Indiana school districts, and a number of individuals from other Indiana schools, colleges, and universities.

The packet includes lessons and activities developed by Indiana social studies teachers as well as similar materials from other sources. Maps, articles, suggestions for preparing classroom activities and a bibliography are also included.

The packet is intended (1) to provide a sampling of materials available to those who wish to improve and expand the global dimensions of their courses; and (2) to encourage teachers and other educators to continue to develop better methods and materials to help students acquire the knowledge, skills, and attitudes needed to meet the challenges of our global age. Copies available to E-VSC social studies teachers.

Understanding Our Partners in Trade
Hoosier Connections: Understanding Canada

Authors: Indiana Trade Division of the Indiana Department of Commerce
Division of Curriculum
Indiana Department of Education -1984

This resource booklet is available to E-VSC sixth grade teachers. The purpose of this resource booklet is to provide some graphic materials to encourage consideration of Canada in the social studies curriculum. The booklet's table of contents is listed below:

Maps
Tables and Graphs

Time Line
Politics
Suggested Activity Responses
Additional Information

Contact the social studies supervisor for further information.

Understanding Our Partners in Trade
The Early Mexicans

Indiana Trade Division
Indiana Department of Commerce and Division of Curriculum
Indiana Department of Education

The Indiana Division of Migrant and Bilingual/Bicultural Education has developed a social studies curriculum unit on ancient Mexico entitled The Early Mexicans. The unit offers an integrated, synthesized, approach to the development of some of the ancient Indian civilization--in particular, the Aztec civilization--by combining the disciplines of history, geography, anthropology, urban planning, sociology, art, sports and much more.

The suggested levels for this social studies unit are intermediate and junior high levels. The basic text, sequential learning activities and teachers' guide are to be accompanied by slides, tapes and films. A selection of slides and resource materials is maintained and available on loan from the Division.

The resource booklet is available to social studies teachers of the E-VSC. Contact the social studies supervisor for further information.

Organizations:

Organization of American States
17th Street and Constitution
Washington, DC 20006

Refer to the back of this curriculum Guide for further references such as a list of embassies and consulates.

Canadian Consulate General
1920 First Federal Building
1001 Woodward Avenue
Detroit, MI 48226

The Canadian Consulate has sent information regarding:

(1) Film Canada Catalogue and 1985 Supplement - 1 per school
(2) Canada Past and Present by John Saywell - 1 per middle school

Multi-Cultural, Ethnic, and Minority Studies Guides:

(1) Multi-Cultural Supplementary Guide for Multi-Ethnic and Global Studies, Indianapolis Public Schools (one copy in all schools)

(2) Referenced in Social Studies Instructional Notes, 1984 Middle School Eelctives, E-VSC

Indiana Department of Public Instruction
Division of Curriculum
State House, Room 29
Indianapolis, IN 46204

Gifted and Talented - "Teaching Social Studies to the Gifted and Talented"

Suggested Activities: Mythlandia, page 35
Traditional Political Instability in Latin America, page 37

Contact the social studies supervisor for further information.

Center for Canadian Studies
Duke University
Durham, NC

The Year of the Maple Leaf: A Mini-text on Canada

Includes text and teacher's guide. Contents description:
Search for Canada
Who Are The People of Canada
Why Do Canadians Live Where They Do?
What Do Canadians Do?
(Text, maps, questions, activities)

Kokomo-Center Township Consolidated School Corporation
Kokomo, IN

Economics: A Guide to Curriculum Development

Contents:
(1) Pre-tests and post-tests
(2) Economic concepts: wants, productivity, scarcity, specialization, interdependence
(3) Markets: supply and demand
(4) Glossary of terms

Students in Business - Evansville Printing Corporation

Project Business - Junior Achievement

Center for Study of Canada
Suny-Plattsburgh
133 Court Street
Plattsburgh, NY 12901

Canadian-American Studies
Morrill Hall
Michigan State University
East Lansing, MI 48824

Center for Canadian and Canadian/American Studies
Western Washington University
Bellingham, WA 98255

Center for Canadian Studies
Franklin College
Franklin, IN 46131

MATERIALS FOR INSTRUCTIONAL VARIETY

An Outline for the Study of A Country

I. The Land

- A. Location and size
- B. Natural features
  1. Mountains, plateaus, and highland
  2. Plains
  3. Deserts and lowlands
  4. Seas, rivers, and lakes
  5. Coast line and islands

II. Climate and climatic regions

III. Plants and animals

IV. The People

- A. Total population
- B. Distribution
- C. Cultural backgrounds or origins
- D. Languages and dialects

V. Education

VI. Science

VII. The Arts: music, literature, and dance

VIII. Religion

IX. Sports and recreation

X. Youth organizations

XI. Armed forces

XII. Transportation and trade

XIII. Communication

XIV. Natural resources and industries

- A. Minerals
- B. Forests
- C. Fish
- D. Fur
- E. Water power
- F. Agriculture
- G. Manufacturing

XV. Chief cities

XVI. Places of interest

XVII. History

XVIII. Famous people

XIX. Relationship of country to the rest of the world

XX. Some of the problems - geographic and others

Region:

Country	Capital City	Major Cities	Major Mountain Ranges	Major Rivers	Population	Of Special Interest

Profile of _____

Capital Major Cities	
Neighbors	
Type of Govern-ment	
Types of Agriculture	
Types of Industry	
Social Life	
Important People	
History Notes	
Miscellaneous	

SIXTH GRADE

A Note to the Teacher:

The Sixth Grade course may be divided into the following sections:

I Basic Geography
II Canada
III Central America
IV Caribbean America
V South America

The authors have found that sixth graders respond better to a structured class with activities such as study guides, maps, charts, graphs, projects etc. Most of the lessons in the sixth grade gifted and talented manual lend themselves very readily to the aforementioned activities.

Sixth grade teachers are encouraged to use the core materials and supplement their classes with appropriate hands on activities.

Attempts should also be made to create a greater awareness of our (USA) activities in the Western Hemisphere.

SIXTH GRADE

Basic Geography

1. Create a geography game using latitude-longitude, and Western Hemispheric countries and cities.

2. Draw a series of maps showing the topography of the United States.

3. Develop a series of posters teaching basic geography facts.

4. In a paper, show how topography has influenced the development of Canada, The United States, or a Latin American country.

5. Create a mini-dictionary of geography terminology.

Canada

1. Create a booklet on Canada. Include such things as:

   a. subject essays (people, topography, history, future)
   b. profiles of each province and territory
   c. maps

2. Develop a paper showing how the United States has influenced Canada.

3. Draw a chart comparing Canada and the United States. (Use such comparisons as population, minorities, occupations, resources, etc.)

4. Discuss in a paper the things you feel Canada might do to "open up" and "settle" the upper portions of that country.

5. Develop a list of Famous Canadians, 1931 to Present.

Latin America

1. Develop a chart showing the comparisons and contrasts of people, geography, and culture in Latin America.

2. Using charts, graphs, maps, etc. show the effect that slavery had upon Caribbean America.

3. Develop a series of posters inviting people to visit specific Latin American countries.

4. Compare and contrast the present turmoil in Central America to other "wars" in the Americas.

5. In a debate (or paper) discuss the topic America's Sphere of Influence: Latin America.

RESOURCES FOR ENRICHMENT ACTIVITIES

Grades 6-8

SUGGESTED INSTRUCTIONAL ACTIVITIES

1. Make use of your school's Media Center.

2. Don't be afraid to "experiment". What works for one class, may not work for another.

3. Give assignments to view work, evaluate, and write a report on a specific television show.

4. Have students sample a variety of magazines and then compare them. (Report, outline, chart form)

   a. How are they alike?
   b. How are they different?
   c. To whom do they appeal?

5. Play one of the old radio shows (available on tape or record) and have students summarize what the program was about.

6. Have students draw a political cartoon and explain it.

7. Have students make a mini-newspaper as a project (individually or group)

8. Have students interview, and then summarize in essay form, someone as a resource person.

9. Have students go to a school activity (dance, ballgame, party, meeting) and then report to the class about the activity.

10. Have students attend a city council meeting, county council meeting, or a school board meeting, and then record their impressions.

11. Have students write a paper discussing and illustrating what propaganda they would use to "sell" their school.

12. Have students write an editorial on a particular subject which affects them. (grades, sports, music, drugs, alcohol, suicide)

13. Have students draw an advertisement for a product they use (clothes, hair products, food).

14. Have students watch a television show and tell how it is relevant to today. Critique it.

15. Have students fill in a chart of books they use and read in one week. Chart should include: Book title, author, fiction/non-fiction, when used, used for what purpose, where obtained.

16. Give students a particular problem and have them outline, step by step, how they would solve it. (Example: You are stuck on an island after an airplane crash. How would you survive?)

17. Have students use a particular product and then evaluate it (may do in report form). They may also use several brands of the same product and, in chart form, show their findings.

18. Have students watch or listen to a newscast and count the number of facts vs opinions expressed.

19. Give students a list of book titles, products, or items, and have them place them in some type of order (by subject, use, etc.).

20. Have students make a chart to evaluate the different sources of information.

21. Give students a particular subject or event and have them keep a scrapbook of information. (Example: Nicaragua, U.S. budget)

22. Have students choose a magazine they've never used before; read an article from it and then write a report on what they read.

23. Have students keep a scrapbook of advertisements. They should note the things being used to sell that product.

24. Have students draw and print a front page of a newspaper.

25. The teacher should assume the role of a famous person. The students should then interview this "famous" person.

26. Make up a current events bingo game and then play it.

27. Play "Twenty Questions" using a current event.

28. Make up word-search puzzles of current events.

29. Tape the music from various commercials and see if the class can recognize the commercial and the product. (Lead in to discussion)

30. Give students a list of commercial catch-word phrases and have them identify the product.

31. Have students write a radio show (complete with commercials) and then present it to the class.

32. Pick out a current event topic and have them figure out alternatives to what happened. (Example: A murder, kidnapping, hi-jacking)

33. Have students work out an outline and scenario to an imagined event such as the United States experiencing an earthquake.

SOURCES OF FREE INFORMATION ABOUT FOREIGN COUNTRIES

DIRECTORY OF THE CONSULAR CORPS OF CHICAGO

ARGENTINA
Consulate General, Suite 2219, 105 W. Adams St. (60603)
(312) 263-7435

AUSTRALIA
Consulate General, Suite 2212, 111 E. Wacker Dr. (60601)
(312) 329-1740

AUSTRIA
Consulate General, Suite 672, 410 N. Michigan Ave. (60611)
(312) 222-1515

BARBADOS
Consulate, Apt 8F, 6700 South Shore Dr. (60649)
(312) 726-7243

BELGIUM
Consulate General, Suite 2000, 333 N. Michigan Ave. (60601)
(312) 263-6624

BOLIVIA
Consulate, 2041 W. Touhy Ave. (60645)
(312) 465-2694

BRAZIL
Consulate General, Suite 500, 20 N. Wacker Dr. (60606)
(312) 372-2176

BURUNDI
Consulate, 854 Castlewood Ter. (60640)
(312) 271-2530

CANADA
Consulate General, Suite 2000, 310 S. Michigan Ave. (60604)
(312) 271-2530

COLOMBIA
Consulate, Room 612, 37 S. Wabash Ave. (60603)
(312) 372-1298

COSTA RICA
Consulate General, 150 E. Ontario St. (60611)
(312) 787-3323

CYPRUS
Consulate, 6620 Tower Circle Dr., Lincolnwood, Illinois (60646)
(312) 421-3979; (312) 677-9068

DENMARK
Consulate General, Suite 2005, 360 N. Michigan Ave., (60601)
(312) 329-9644

DOMINICAN REPUBLIC
Consulate General, 1026 N. Fortuna Ave., Park Ridge, Illinois
(60068) (312) 825-8058

ECUADOR
Consulate, 612 N. Michigan Ave. (60611)
(312) 642-8579

EL SALVADOR
Consulate, Suite 1170, 35 E. Wacker Dr. (60610)
(312) DEarborn 2-6331

FINLAND
Consulate, 6905 W. Cermak Road, Berwyn, IL (60402)
(312) 484-1668

FRANCE
Consulate General, Suite 3140, 444 N. Michigan Ave. (60611)
(312) 787-5359-60-61-85

GERMANY, FEDERAL REPUBLIC OF
Consulate General, 104 S. Michigan Ave. (60603)
(312) 263-0850

GHANA
Consulate, c/o Environment Seven, Ltd., Suite 407, 180 N.
Michigan Ave. (60601) (312) 236-4734

GREAT BRITAIN
Consulate General, Suite 1330, 33 N. Dearborn St. (60602)
(312) 346-1810-11-12

GREECE
Consulate General, 11th Fl., 168 N. Michigan Ave. (60601)
(312) 372-5356

GUATEMALA
Consulate General, 333 N. Michigan Ave. (60601)
(312) 332-1587

GUYANA
Consulate, 2402 Broadway, East Chicago, IN (46312)
(219) 398-3720

HAITI
Consulate General; Tourist and Trade Bureau, Suite 3311,
919 N. Michigan Ave. (60611) (312) 337-1603-4-5

HONDURAS
Consulate General, Apt. 218, 1040 W. Granville Ave. (60660)
(312) 338-8335

ICELAND
Consulate, 27th Flr., 221 N. La Salle St. (60601)
(312) 782-6872

INDIA
Consulate General, 230 N. Michigan Ave. (60601)
(312) 726-0659-60

IRAN, THE ISLAMIC REPUBLIC OF
Consulate General, Standard Oil Building Suite 7959, 200 E.
Randolph Dr. (60601) (312) 861-0990/91/92/93

IRELAND
Consulate General, Suite 911, 400 N. Michigan Ave. (60611)
(312) 337-1868

ISRAEL
Consulate General, Suite 1308, 111 E. Wacker Dr. (60601)
(312) 565-3300

ITALY
Consulate General, 625 N. Michigan Ave. (60611)
(312) 943-0703

JAMAICA
Consulate, Suite 1809, 188 W. Randolph St. (60601)
(312) 782-2750

JAPAN
Consulate General, Suite 200, 625 N. Michigan Ave. (60611)
(312) 280-0400/2

KOREA
Consulate General, Suite 600, 500 N. Michigan Ave. (60611)
(312) 822-9485

KOREA-(EVANSTON)
Consulate, Suite 208, 708 Church St., Evanston, IL (60201)
(312) 263-2016

LEBANON
Consulate, 1125 S. Brainard Ave., La Grange, IL (60525)
(312) 354-8880

LIBERIA
Consulate, 423 E. 60th St. (60637)
MIdway 3-8635-6

LITHUANIA
Consulate General, 6147 S. Artesian Ave. (60629)
(312) 737-8334

LUXEMBOURG
Consulate General, Suite 2151, 111 W. Washington St. (60602)
(312) RAndolph 6-0355

MEXICO
Consulate General, 21st Floor, 201 N. Wells St. (60606)
(312) 372-6190 & 372-7772

MONACO
Consulate General, Suite 209, 740 Rush St. (60611)
(312) MI2-1242

NEPAL
Consulate, 37 S. LaSalle St. (60603)
(312) 346-9090

THE NETHERLANDS
Consulate General, Suite 642, 410 N. Michigan Ave. (60611)
(312) 644-6350

NICARAGUA
Consulate General, 1687 W. Farwell (60626)
(312) 973-4725

NORWAY
Consulate General, Suite 1908, 360 N. Michigan Ave. (60601)
(312) STate 2-7750

PAKISTAN
Consulate, Suite 4700, One First National Plaza (60603)
(312) 329-5630

PANAMA
Consulate General, 1036 N. Dearborn Pkwy. (60610)
(312) SUperior 7-1555

PARAGUAY
Consulate, Suite 907, 27 E. Monroe St. (60603)
(312) 782-3723

PERU
Consulate General, Suite 2003 & 2005, 8 S. Michigan Ave.
(60603) (312) 782-1599

PHILIPPINES
Consulate General, Suite 2100, 30 N. Michigan Ave. (60602)
(312) 332-6458-9 & 332-6513

POLAND
Consulate General, 1530 N. Lake Shore Dr. (60610)
(312) 337-8166

SENEGAL
Consulate, Suite 4000, 135 S. LaSalle St. (60603)
(312) 236-8745

SOUTH AFRICA, REPUBLIC OF
Consulate General, Suite 3100, 444 N. Michigan Ave. (60611)
(312) 828-9200

SPAIN
Consulate General, Suite 2106, 180 N. Michigan Ave. (60601)
(312) 782-4588-9

SRI LANKA (Ceylon)
Consulate, 11 S. LaSalle St. (60603)
(312) 641-3535

SWEDEN
Consulate General, Suite 2301, 333 N. Michigan Ave. (60601)
(312) 726-9868

SWITZERLAND
Consulate General, Suite 705, 307 N. Michigan Ave. (60601)
(312) 782-4346

THAILAND
Consulate General, Suite 1226, 35 E. Wacker Dr., (60601)
(312) 236-2447-8

TURKEY
Consulate General, Suite 1406-08, 360 N. Michigan Ave.
(60601), (312) 263-0644

URUGUAY
Consulate, 33 N. Dearborn St. (60602)
(312) CEntral 6-3366

VENEZUELA
Consulate General, Suite 2052, 20 N. Wacker Dr. (60606)
(312) CEntral 6-9655-58-59

YUGOSLAVIA
Consulate General, Suite 1600, 307 N. Michigan Ave. (60601)
(312) 332-0169

ANDORRA
Andorra Bureau for Information and Tourism, 1923 W. Irving
Park Road (60613) (312) 472-7660

ARAB STATES
League of Arab States, Arab Information Center, Suite 1002
18 S.Michigan Ave. (60603), (312) 368-0523-4

BAHAMAS

Bahamas Tourist Office, Suite 1816, 875 N. Michigan Ave. (60611), (312) 787-8203

BERMUDA

Bermuda Department of Tourism, Room 1150, 300 N. State St. (60610), (312) 329-0777

CAYMAN ISLANDS

Cayman Islands Department of Tourism, Suite 1521, 333 N. Michigan Ave. (60601), (312) 782-5832

CHILE

Chilean Tourist Office, Lan-Chile Airlines, Suite 302, 333 N. Michigan Ave. (60601), (312) 332-5885

CHINA, REPUBLIC OF

Coordination Council, 9th Floor, 222 N. Dearborn St. (60601) (312) ERanklin 2-1213 and 1214

HONG KONG

Honk Kong Tourist Association, 333 N. Michigan Ave. (60601) (312) 782-3872

HUNGARY

Branch Office of the Commercial Counsellor (Embassy of the Hungarian People's Republic), Suite 2430, Prudential Plaza 130 E. Randolph Dr. (60601), (312) 856-0274

MOROCCO

Morocco Government Tourist and Information Center, 6 S. Michigan Ave. (60603) (312) 782-3413

PORTUGAL

Portuguese National Tourist Office, Suite 500, Palmer House, 17 E. Monroe (60603), (312) 236-6603-4

QATAR

Cultural & Educational Office, State of Qatar, Suite 2208, 111 E. Wacker Dr. (60601), (312) 861-1126

ROMANIA

Foreign Trade Promotion Office/Chicago and Midwest, Suite 911 100 W..Monroe St. (60603), (312) 782-4463-4

SINGAPORE

Singapore Economic Development Board, Suite 1420, 233 N. Michigan Ave. (60601), (312) 644-3730

TAHITI

Tahiti Tourist Board, Suite 3032, 35 E. Wacker Dr. (60601) (312) 641-3710

TURKS AND CAICOS ISLANDS

Turks and Caicos Tourist Office, 7777 W. Talcott (60631) (312) 763-2008

YUGOSLAVIA

Yugoslav Chamber of Economy, Room 901, 307 N. Michigan Ave. (60601),(312) 263-5248

SOURCE: 1979/80 Directory of The Consular Corps of Chicago
Issued by Chicago Association of Commerce and Industry.

IP0065J

FOREIGN DIPLOMATIC MISSION CHANCERIES

Afghanistan 2341 Wyo Ave (20008)..... 234-3770
Algeria 2118 Kalorama Rd (20008)..... 328-5300
Antigua and Barbuda 2000 N St (20036)..... 296-6310
Argentina 1600 New Hamp Ave (20009)..... 387-0705
Australia 1601 Mass Ave (20036)..... 797-3000
Austria 2343 Mass Ave (20008)..... 483-4474
Bahamas 600 New Hamp Ave (20037)..... 338-3940
Bahrain 3502 International Dr (20008)..... 342-0741
Bangladesh 3421 Mass Ave (20007)..... 337-6644
Barbados 2144 Wyo Ave (20008)..... 939-9200
Belgium 330 Garfield St (20008)..... 333-6900
Belize 1129 - 20th St (20036)..... 347-4465
Benin 2737 Cathedral Ave (20008)..... 232-6656
Bolivia 3014 Mass Ave (20008)..... 483-4410
Botswana 4301 Conn Ave (20008)..... 244-4990
Brazil 3006 Mass Ave (20008)..... 797-0100
Bulgaria 1621 - 22d St (20008)..... 387-7969
Burma 2300 S St (20008)..... 332-9044
Burundi Suite 212 2233 Wisc Ave (20007)..... 342-2574
Cameroon 2349 Mass Ave (20008)..... 265-8790
Canada 1746 Mass Ave (20036)..... 785-1400
Cape Verde 3415 Mass Ave (20007)..... 965-6820
Central African Republic 1618 - 22d St (20008)..... 483-7800
Chad 2002 R St (20009)..... 462-4009
Chile 1732 Mass Ave (20036)..... 785-1746
China 2300 Conn Ave (20008)..... 328-2500
Colombia 2118 Leroy Pl (20008)..... 387-8338
Congo 4891 Colorado Ave (20011)..... 726-5500
Costa Rica 2112 S St (20008)..... 234-2945
Cuban Interests Section, Czechoslovakian Embassy 2630 - 16th St (20009)..... 797-8518
Cyprus 2211 R St (20009)..... 462-5772
Czechoslovakia 3900 Linnean Ave (20008)..... 363-6315
Denmark 3200 Whitehaven St (20008)..... 234-4300
Djibouti 866 UN Plaza Suite 4011 NY (10017)..... (212) 753-3163
Dominican Republic 1715 - 22d St (20008)..... 332-6280
Ecuador 2535 - 15th St (20009)..... 234-7200
Egypt 2310 Decatur Pl (20008)..... 232-5400
El Salvador 2308 Calif St (20008)..... 265-3480
Equatorial Guinea 801 Second Ave Suite 1403 NY (10017)..... (212) 599-1523
Estonia 9 Rockefeller Plaza, NY (10020)...(212) 247-1450
Ethiopia 2134 Kalorama Rd (20008)..... 234-2281
European Communities (Delegation of) Suite 707, 2100 M St (20037)..... 862-9500
Fiji 6th Fl 1140 - 19th St.(20036)..... 296-3928
Finland 3216 New Mexico Ave (20016)..... 363-2430
France 2535 Belmont Rd (20008)..... 328-2600
Gabon 2034 - 20th St (20009)..... 797-1000
Gambia 1785 Mass Ave (20036)..... 265-3252
German Dem. Republic 1717 Mass Ave (20036)..... 232-3134
Germany, Federal Republic of 4645 Reservoir Rd (20007)..... 298-4000
Ghana 2460 - 16th St (20009)..... 462-0761
Great Britain 3100 Mass Ave (20008)..... 462-1340
Greece 2221 Mass Ave (20008)..... 667-3168
Grenada 1701 New Hamp Ave (20009)..... 265-2561
Guatemala 2220 R St (20008)..... 745-4952
Guinea 2112 Leroy Pl (20008)..... 483-9420
Guinea-Bissau 211 E 43d St, NY (10017)..... (212) 661-3977
Guyana 2490 Tracy Pl (20008)..... 265-6900
Haiti 2311 Mass Ave (20008)..... 332-4090
Honduras Suite 100 4301 Conn Ave (20008)..... 966-7700
Hungary 3910 Shoemaker St (20008)..... 362-6730
Iceland 2022 Conn Ave (20008)..... 265-6653
India 2107 Mass Ave (20008)..... 265-5050
Indonesia 2020 Mass Ave (20036)..... 293-1745
Iraqi Interests Sect., Embassy of India 1801 P St (20036)..... 483-7500
Ireland 2234 Mass Ave (20008)..... 462-3939
Israel 3514 International Drive (20008)..... 364-5500
Italy 1601 Fuller St (20009)..... 328-5500
Ivory Coast 2424 Mass Ave (20008)..... 483-2400
Jamaica Suite 355 1850 K St (20006)..... 452-0660
Japan 2520 Mass Ave (20008)..... 234-2266
Jordan 2319 Wyo Ave (20008)..... 265-1606
Kenya 2249 R St (20008)..... 387-6101
Korea 2320 Mass Ave (20008)..... 483-7383
Kuwait 2940 Tilden St (20008)..... 966-0702
Laos 2222 S St (20008)..... 332-6416
Latvia 4325 - 17th St (20011)..... 726-8213
Lebanon 2560 - 28th St (20008)..... 939-6300
Lesotho 1601 Conn Ave Suite 300 (20009)..... 462-4190
Liberia 5201 - 16th St (20011)..... 723-0437
Lithuania 2622 - 16th St (20009)..... 234-5860
Luxembourg 2200 Mass Ave (20008)..... 265-4171
Madagascar 2374 Mass Ave (20008)..... 265-5525
Malawi 1400 - 20th St (20036)..... 296-5530
Malaysia 2401 Mass Ave (20008)..... 234-7600
Mali 2130 R St (20008)..... 332-2249
Malta 2017 Conn Ave (20008)..... 462-3611
Mauritania 2129 Leroy Pl (20008)..... 232-5700
Mauritius 4301 Conn Ave Suite 134 (20008)..... 244-1491
Mexico 2829 - 16th St (20009)..... 234-6000
Morocco 1601 - 21st St (20009)..... 462-7979
Nepal 2131 Leroy Pl (20008)..... 667-4550
Netherlands 4200 Linnean Ave (20008)..... 244-5300
New Zealand 19 Observatory Circle (20008)..... 328-4800
Nicaragua 1627 New Hamp Ave (20009)..... 387-4371
Niger 2204 R St (20008)..... 483-4224
Nigeria 2201 M St (20037)..... 822-1500
Norway 2720 - 34th St (20008)..... 333-6000
Oman 2342 Mass Ave (20008)..... 387-1980
Pakistan 2315 Mass Ave (20008)..... 939-6200
Panama 2862 McGill Ter (20008)..... 483-1407
Papua New Guinea 1140 - 19th St NW (20036)..... 659-0856
Paraguay 2400 Mass Ave (20008)..... 483-6960
Peru 1700 Mass Ave (20036)..... 833-9860

(continued on verso)

All addresses are in Washington, D.C., unless noted otherwise; ZIP codes are given in parentheses. Telephone numbers are Area Code 202, unless indicated otherwise.

Philippines 1617 Mass Ave (20036)..... 483-1414
Poland 2640 - 16th St (20009)..... 234-3800
Portugal 2125 Kalorama Rd (20008)..... 265-1643
Qatar Suite 1180 - 600 New Hamp Ave (20037)..... 338-0111
Romania 1607 - 23d St (20008)..... 232-4747
Rwanda 1714 New Hamp Ave (20009)..... 232-2882
St Lucia 41 E 42d St Rm 315 NY (10017)..... (212) 697-9360
Saudi Arabia 1520 - 18th St (20036)..... 483-2100
Senegal 2112 Wyo Ave (20008)..... 234-0540
Seychelles 820 Second Ave Suite 203 NY (10017)..... (212) 687-9766
Sierra Leone 1701 - 19th St (20009)..... 745-0219
Singapore 1824 R St (20009)..... 667-7555
Somalia 600 New Hamp Ave Suite 710 (20037)..... 342-1575
South Africa 3051 Mass Ave (20008)..... 232-4400
Spain 2700 - 15th St (20009)..... 265-0190
Sri Lanka 2148 Wyo Ave (20008)..... 483-4025
Sudan 2210 Mass Ave (20008)..... 338-8565
Suriname 2600 Va Ave Suite 711 (20037)..... 338-6980
Swaziland 4301 Conn Ave (20008)..... 362-6683
Sweden 600 New Hamp Ave Suite 1200 (20037)..... 298-3500
Switzerland 2900 Cathedral Ave (20008)..... 745-7900
Syria 2215 Wyoming Ave (20008)..... 232-6313
Tanzania 2139 R St (20008)..... 232-0501
Thailand 2300 Kalorama Rd (20008)..... 667-1446
Togo 2208 Mass Ave (20036)..... 234-4212
Trinidad and Tobago 1708 Mass Ave (20036)..... 467-6490
Tunisia 2408 Mass Ave (20008)..... 234-6644
Turkey 1606 - 23d St (20008)..... 667-6400
Uganda 5905 - 16th St (20011)..... 726-7100
Union of Soviet Socialist Republics 1125 - 16th St (20036)..... 628-7551
United Arab Emirates Suite 740 600 New Hamp Ave (20037)..... 338-6500
Upper Volta 2340 Mass Ave (20008)..... 332-5577
Uruguay 1918 F St (20006)..... 331-1313
Venezuela 2445 Mass Ave (20008)..... 797-3800
Western Samoa 820 Second Ave NY (10017)..... (212) 699-6196
Yemen 600 New Hamp Ave Suite 860 (20037)..... 965-4760
Yugoslavia 2410 Calif St (20008)..... 462-6566
Zaire 1800 New Hamp Ave (20009)..... 234-7690
Zambia 2419 Mass Ave (20008)..... 265-9717
Zimbabwe 2852 McGill Ter (20008)..... 332-7100

SOURCES OF FURTHER INFORMATION

Austria
Austrian National Tourist Office
200 East Randolph Drive #7023
Chicago, Illinois 60601

Belgium
Belgian National Tourist Office
745 Fifth Avenue
New York, New York 10022

Denmark
Royal Danish Consul General
360 North Michigan Avenue
Chicago, Illinois 60601

Finland
Consulate General of Finland
540 Madison Avenue
New York, New York 10022

France
French Embassy
Press & Infomation Service
972 Fifth Avenue
New York, New York 10021

Federal Republic of Germany
German National Tourist Office
104 South Michigan Avenue
Chicago, Illinois 60603

Great Britain (England,
Scotland, Wales, N. Ireland)
British Information Services
845 Third Avenue
New York, New York 10022

Greece
Office for Educational Affairs
Consulate General of Greece
78 East 79th Street
New York, New York 10021

Iceland
Embassy of Iceland
2022 Connecticut Avenue N.W.
Washington, D.C. 20008

Ireland
Irish Tourist Board
230 North Michigan Avenue
Chicago, Illinois 60601

Italy
Italian Government Tourist Office (ENIT)
500 North Michigan Avenue
Chicago, Illinois 60611

Luxembourg
Embassy of Luxembourg
2200 Massachusetts Avenue N.W.
Washington, D.C. 20008

Netherlands
Netherlands National Tourist Office
36 South Wabash
Chicago, Illinois 60603

Norway
The Norwegian Information Service
825 Third Avenue
New York, New York 10022

Portugal
Embassy of Portugal--Consular Section
2310 Tracey Place N.W.
Washington, D.C. 20008

Spain
Embassy of Spain--Cultural Office
4200 Wisconsin Ave. N.W., Suite 520
Washington, D.C. 20016

Sweden
Swedish Information Service
825 Third Avenue
New York, New York 10022

Switzerland
Consulate General of Switzerland
307 North Michigan Avenue
Chicago, Illinois 60601-5369

European Community
European Community Delegation
Suite 707
2100 M Street N.W.
Washington, D.C. 20037

PERIODICALS

The Social Studies Teacher - 5 issues $5
P.O. Box 189
Oviedo, FL 32765

Australia Information Service
Department of Administrative Services
G.P.O. Box 12
Canberra A.C.T. Australia 2601

The Lamp - Quarterly, free on request
Exxon Corporation
1251 Avenue of the Americas
New York, NY 10020

The African
American Institute
833 United Nations Plaza
New York, NY 10017

ORGANIZATIONS

National Council for the Social Studies
3501 Newark Street, NW
Washington, DC 20016

Indiana Council for the Social Studies
2805 East 10th Street
Indiana University
Bloomington, IN 47405

Social Studies Development Center
James Becker, Director
2805 East 10th Street
Bloomington, IN 47405

Indiana Council of Economic Education
c/o Peter V. Harrington, Director
465 Krannert Building
Purdue University
West Lafayette, IN 47907

The Center for Teaching About China
US-China Peoples Friendship Association
2025 Eye Street, NW
Suite 715
Washington, DC 20006
(China in the Classroom catalog free)

ORGANIZATIONS

The National Council for Geographic Education
29 Western Illinois University
Macomb, IL 61455

Indiana Geographic Education Association
c/o William Brooker
Department of Geography
Indiana State University
Terre Haute, IN 47809

GUIDES

Economics: A Guide to Curriculum Development
Kokomo-Center Township Consolidated School Corporation
Contains specific lessons with handouts. Available from the E-VSC.

Master Curriculum Guide for the Nation's Schools - Strategies for Teaching Economics, 1981.
Joint Council on Economic Education
1212 Avenue of the Americas
New York, NY 10036

Students in Business
Evansville Printing Corporation
201 NW Second Street
Evansville, IN 47708

Project Business
Junior Achievement
1031 Diamond Avenue
Evansville, IN 47711

AUDIO-VISUAL MATERIALS

These materials will be available to teachers after they are processed. Information will be sent to the schools regarding their audio-visual number.

FILMS

Maps for a Changing World

Latin America Overview

The Water's Edge - Life Along the Great Rivers

Mid-Atlantic States

New England States

Alaska and Hawaii

Great Lakes States

Pioneer Living Home Crafts

VIDEOTAPES

American Government and Politics - VHS

Michigan, Ohio, Indiana, Illinois - VHS

FILMSTRIPS

America's Nineteenth Century Wars, Triumphs and Tragedies

Expanding Our Nation

The Greek and Roman World

HISTORY-SOCIAL STUDIES VOCABULARY

In a survey, teachers in another state reported that grade 8 students should have an understanding of the following terms:

agriculture
anthropology
archeology
architecture
authority
beauty
beauty or aesthetic tastes
beliefs/belief systems
Bill of Rights
biography/autobiography
business/commerce
capitalism
challenge/change
change
chiefdom/kingdom/empire
city
climate
colony/colonization
communication
communism
community
comparative location
constitution
consumer
continent
contributions
cooperation/conflict
cultural life
cultures
democracy/autocracy
diary
dictator
discovery
diversity
ecology
economics/economy
energy
entrepreneur
environment
equality
ethics
ethnic group
exploration
facts/evidence
federal
folklore/mythology
founders
future
generations and/or age-grading
geography
government
hemisphere
heritage
history
hopes or aspirations
immigration/migration
imperialism
indentured servant
independence
industry
industry/industrial
institutions
interdependence
interest group
international
invention progress
justice
labor/management
landforms
language/language families
law
leadership
liberty/freedom
location
longitude/latitude
Manifest Destiny
mass media
mass production
monarchy
nation
needs/wants
oligarchy
opportunity costs
oral and written history
oral and written literature
patriot/patriotism
physical features
pioneers
politics/political
population
producer
progress
property
pueblo
quality of life
ranchero
region
relative location/location

religion/religions
resources--natural and human
revolution
rights/responsibilities
rivalry
rural
scale (on a map)
scarcity
sculpture
season
similarities/differences
slavery
society
state
supply and demand
technology and tools
time/distance
topography
transportation
transportation/communication
tribal roles
urban/suburban
values
wealth
weather/climate

CRITICAL THINKING SKILLS

GRADE 8

A. DEFINING AND CLARIFYING THE PROBLEM

1. Identify central issues or problems.
2. Compare similarities and differences.
3. Determine which information is relevant.
4. Formulate appropriate questions.
5. Express problems clearly and concisely.

B. JUDGING INFORMATION RELATED TO THE PROBLEM

1. Distinguish among fact, opinion, and reasoned judgement.
2. Check consistency.
3. Identify unstated assumptions.
4. Recognize stereotypes and cliches.
5. Recognize bias, emotional factors, propaganda, and semantic slanting.
6. Recognize different value orientations and different ideologies.

C. SOLVING PROBLEMS?DRAWING CONCLUSIONS

1. Recognize the adequacy of data.
2. Predict probably consequences.
3. Identify reasonable alternatives.
4. Test conclusions or hypotheses.

CRITICAL THINKING VOCABULARY

In a survey, teachers in another state reported that grade 8 students should have an understanding of the following terms:

adequate
analyze
argument
assumption
bias
categorize
cause/effect relationships
circumstantial
classifying
cliche
communicate
compare
compile
conceiving
concept
conclusion
conflict of interest
consequence
consistent
contrast
criteria
criticize
decision making
define
disagreement
discussion
essential
evaluate
evidence
explain
eyewitness
fact
formulate
generalize
grouping
hypothesize
identify
imply
incidental
inductive argument
infer
integrate
interpret
irrelevant
judgment
labeling
necessarily follows
necessary
necessary condition
objective
observing
opinion
ordering
organize
outline
possible
predict
prejudice
premise
probable
propaganda
prove
question
rank order
rationale
refute
relevant
reliable
sequence
seriation
specific
stereotype
sufficient
sufficient condition
support
synthesize
tendency
tentative
testing hypothesis
theorize
unreliable
value judgment
verify

Explorers of the New World

This chart may be used in various ways. Suggested usages are:

1. Have students look for the explorers
2. Have students fill in the information except for the explorers' names
3. Have students construct maps showing the routes of these explorers
4. Students could construct an exploration timeline.

EXPLORERS OF THE NEW WORLD

Name	Dates of Trips	Who Sailed For	Where Explored
1. Martin Frobisher	1576 1778	England	Frobisher's Bay, Canada
2. Henry Hudson	1609 1610	Dutch England	Hudson Valley Hudson River and Hudson Bay
3. John Cabot	1497	England	Cape Breton Island (between Nova Scotia and Newfoundland)
4. Jacque Cartier	1534 1535 1541	France	Around Newfoundland Discovered St. Lawrence River Around Quebec
5. Giovanni Verrazano	1524	France	Atlantic Coast New York Harbor
6. Christopher Columbus	1492 1493 1498 1502	Spain	Cuba, Hispaniola, San Salvador, Lesser Antilles, Puerto Rico, Panama, Jamaica
7. Juan Ponce De Leon	1508 1513	Spain	East coast of Florida Puerto Rico
8. Hernando Cortes	1519	Spain	Aztec, Mexico
9. Sir Francis Drake	1577 1580	England	California coast Second to make round the world voyage
10. Ferdinand Magellan	1519 1521	Spain	Discovered Magellan Strait First to sail around the world
11. Vasco Balboa	1501 1513	Spain	Crossed Isthmus of Panama Discovered Pacific Ocean
12. Pedro Cabral	1500	Portugal	Discovered Brazil

Name	Dates of Trips	Who Sailed For	Where Explored
13. Bartholomew Diaz	1488	Portugal	Rounded Cape of Good Hope in quest of water route to India
14. Vasco da Gama	1498	Portugal	Reached India by sailing around Africa
15. Francisco Pizzaro	1532	Spain	Inca Empire, Peru
16. Francisco Coronado	1540 1542	Spain	Southwest USA: North to Kansas West to Grand Canyon
17. Hernando De Soto	1539 1542	Spain	Mississippi River Parts of southeastern USA
18. Marquette and Joliet	1673	France	Mississippi River down to Arkansas and back up by Illinois River
19. Amerigo Vespucci	1499	Spain	Coast of the Guiana's in South America
20. Robert Cavalier La Salle	1679 1682	France	Lake Michigan to mouth of Mississippi River; named Louisiana; built and sailed ship on Great Lakes; March 19, 1687 - first E in I
21. Jimenez de Quesada		Spain	Explored Colombia Called land New Granada 1538 Founded Bogota
22. Pedrode Valdivia		Spain	Explored Chile, founded Santiago
23. Samuel Champlain	1603 1616	France	1608 - Founded Quebec 1609 - Lake Champlain, Lake Ontario to Lake Huron
24. Cabeza DeVaca	1535 1536	Spain	Southern Texas North and west coast of Mexico

Name	Dates of Trips	Who Sailed For	Where Explored
25. Alfonzo De Souza	1531	Portugal	Rio de Janeiro River
26. Pedro De Mendoza	1536	Spain	Founded Buenos Aires
27. Alonso De Ojeda	1499	Spain	South America coast, Venezuela
28. Vicente y' Pinzon	Feb. 1500	Spain	South America coast, Amazon River
29. Rodrigo de Bastidos	1501	Spain	Central America
30. Juan De Solis	1515	Spain	Rio de La Plata
31. Sebastian Cabot	1526 1527	Spain	Rio de la Plata River

PERSONALITIES 1200-1763

EXPLORERS

Leif Ericsson
Eric "The Red" Ericsson
Freydis "The Fearless" Ericsson
Martin Alonzo Pinzon
Vicente Pinzon
Rodrigo de Traina
Pedro Alonzo Nino, (Black, Columbus)
Nuflo de Olano (Black, Balboa)
Estevanico (Little Stephen) (Black)
* See Explorers Chart in "Resources for Enrichment Activities" section
Marco Polo

RELIGION

Martin Luther
Pope Leo X
John Wycliffe
John Huss
Erasmus
John Calvin
Johann Eck
Ulrich Zwingli
Ignatius Loyola
William Tyndale
Teresa of Avila
John Knox
John Wesley
Savonarola
Pope Alexander VI
Pope Innocent III
Pope Urban II
Bartolome de as Casas

ROYALTY AND GOVERNMENT

Ferdinand V (II of Aragon)
Isabella I
Louis
Henry VII
Henry VIII
Edward VI
Mary, "Bloody"
Elizabeth I
Mary Stuart, "Queen of Scots"
James I
Lorenzo "The Magnificent" Medici
Charles V, of Spain
Caesare Borgia
Lucretia Borgia
Peter the Hermit (Crusades)
Knights Templar
Knights Hospitaller
Saladin
King Richard, The Lionheart
Emperor Frederick Barbarossa
King Philip Augustus (France)
King John (Eng.)
Seljuk Turks
Joan of Arc

LITERATURE

Dante Alighieri
Petrarch (Francesco Petrarca)
Giovanni Boccaccio
Geoffrey Chaucer
Li Hsing Tao
Francois Villon
William Caxton
Francois Rabelais
Sir Thomas Wyatt
Niccolo Machiavelli
Michel de Montaigne
Miguel de Cervantes Saavedra
Christopher Marlowe
William Shakespeare
John Donne
Ben Johnson
Edmund Spenser
Francis Bacon
Peter Abelard
John Wycliffe
Sir Thomas More
Marie deJars deGrournay
Johann Guternberg
Anne Bradstreet

ART

Edward Hicks
Leonardo da Vinci
Giotto
Raphael
Michelangelo Buonarroti
Caterina deVirgni
Artemisia Gentileschi
Filippo Brunnelleschi
Lorenzo Ghiberti
Donatello
Titian
Tintoretto
El Creco
Hubert Van Eyck
Jan Van Eyck
Benvenuto Cellini
Albrecht Durer

MUSIC

Vittoria Alcotte
Francesca Baglonclea
Orsina Vizzani

SCIENCE AND MEDICINE

Andreas Vesalius
Nicolaus Copernicus
Galileo

COLONIZERS

Capt. John Smith
John Rolfe & son, Thomas
William Tucker (1st Black child born in English. Colonies)
Peter Minuet
Roger Williams
Mary Freeborne Williams
John Winthrop
Lord DeLaWarr
William Penn
Hannah Callowhill Penn
Judge Charles Pinckney
Eliza Lucas Pinckney

NATIVE AMERICANS

Arawaks
Navaho
Chief Powhatan
Princess Matoaka
(Pocahontos, Rebecca Wolfe)
Samoset (Algonquin)
Squanto (Wampanoag)
Massasoit
Chief Canonicu (Narragansett)
The Maya
The Inca
The Aztec
Pueblos
Apache
Creek
Cherokee
Choctaw
Shawnee
Catawba
"Mound Builders"
Algonquin
Iroquois

POTPOURRI

John Campbell (1704, 1st Newspaper)
Benjamin Franklin (Penn. Gazette)
John and Elizabeth Holt (N.Y. Journal)
Elizabeth King, (Famed midwife)
George Washington (Military)
Edward Braddock (Military)
John Woolman (N.J. Anti-Slavery)
George Keith (Penn. Anti-Slavery)

COLONIZERS

Pilgrams
Puritans
Society of Friends (Quakers)
Huguenots
Thomas Hooker
Anne Hutchinson
Peter Stuyvesant
Johan Printz
John Peter Zenger
William Cosby (N.Y.Gov.)
Paul Cuffe (Black Merchant)

TOPICS FOR STUDY

U.S. History Personalities 1763-1789

AMERICAN

Thomas Jefferson
James Otis
John Adams
Patrick Henry
Paul Revere
William "Billy" Dawes Jr.
Benedict Arnold
Benjamin Franklin
John Hancock
Francis Marion
Horatio Gates
Daniel Morgan
John Sevier
Nathaniel Greene
Samuel Adams
George Washington
Josiah Quincy Jr.
Richard Henry Lee
Ethan Allen
Richard Montgomery
John Dickson
Robert R. Livingston
Roger Sherman
Nicolas Herkimer
John Paul Jones
George Rogers Clark
"Mad" Anthony Wayne
Philip Schuyler
Robert Morris
Roger Sherman
Edmund Randolph
Thomas Pinckney
C. C. Pinckney
George Wythe
John Jay
Benjamin Rush
James Madison
Alexander Hamilton
John Rutledge
Henry Knox
Elbridge Gerry

ART

Peter Pelham
John Wollaston
John Hesselius

ART

John Singleton Copley
Benjamin Rush
Charles Wilson Peale
Gustavus Hesselius
Gilbert Stuart
John Trumbull
Paul Revere

BRITISH

George Grenville
William Howe
Richard Howe
Henry Clinton
Charles Townshend
Barry St. Leger
John Burgoyne
Thomas Gage
John Pitcairn
Charles Cornwallis
Banistre Tarlton
John Andre
Henry Hamilton

LITERATURE

Thomas Paine
Benjamin Franklin
Thomas Jefferson
John Filson
Oliver Goldsmith
Laurence Sterne
Rev. Thomas Day
Robert Burns
Alexander Hamilton
John Jay
James Madison
Edward Gibbon

FOREIGN HELP (AMERICAN REVOLUTION)

Marquis de Lafayette
Baron Friedrich Von Steuben
Thaddeus Kosciusko
Baron Johann de Kalb
Jean Baptiste d'Estaing
Count Casimir Pulaski
Francois de Grasse

U.S. History Personalities 1763-1789

THEATER

Thomas Keane
Walter Murray
Lewis Hallam Family
David Douglas
Ann Storer Hogg
John Henry

MUSIC

William Billings
Josiah Flagg
Andrew Law
James Lyon
John Dickinson

POTPOURRI

Pontiac
Hessians
George III (Hanover)
Joseph Brant
Sir William Johnson
Simon Girty
Jim Girty
Committees of Correspondence
Sons of Liberty
Green Mountain Boys
Daniel Shays
Simon Kenton
Junipero Serra
Daniel Boone

U.S. History Personalities 1789-1825

PRESIDENTS

George Washington
John Adams
Thomas Jefferson
James Madison
James Monroe

VICE PRESIDENTS

Aaron Burr
George Clinton
Elbridge Gerry
Daniel Tompkins

LITERATURE

Sir Walter Scott
James Fenimore Cooper
Jane Porter
Henry Wadsworth Longfellow
Mary Shelley
William Wordsworth
Catherine Sedgwick
Lydia Sigourney
Phyllis Wheatley
Susannah Rowsen
Jane Austin
James Boswell
George Gordon, Lord Byron
Samuel Taylor Coleridge
Samuel Pepys

Politics

William Henry Harrison
John Jay
Edmund Randolph
John Marshall
Albert Gallatin
Robert R. Livingston
Rufus King
Thomas Hart Benton
DeWitt Clinton
Charles Cotesworth Pinckney
Henry Knox
Tallyrand (France)
Napoleon (France)
Henry Clay
Alexander Hamilton
Citizen Genet
X Y Z
John C. Calhoun

PRESIDENTIAL WIVES

Martha Dandridge Custis
Abigail Smith
Martha Wayles Skelton
Dorothea Dandridge Payne Todd
Elibabeth Kortright

MUSIC

Francis Scott Key
Robert Treat Paine
Joseph Hopkinson
John Howard Paine

ART

Jean Antoine Houdon
John James Audubon
Raphaelle Peale
Rembrandt Peale
Charles Wilson Peale
John Trumbull
Gilbert Stuart
John W. Jarvis
John Neagle

THEATER

Thomas Wignall
William Dunlap
Ann Merry
James Sheridan Knowles
Samuel Drake Sr.
Samuel Drake Jr.
Julia Westray Wood
Joseph Jefferson I
Francis Courtney Wemyss
Junius Brutus Booth

FUR TRADE/MOUNTAIN MEN

John Jacob Astor
Jedediah Smith
Jim Bridger
Hugh Glass
William L. Sublette
Jim Beckwourth
John Coulter
Alexander Mackenzie
Zebulon Pike
Manuel Lisa
Thomas "Broken-Hand" Fitzpatrick

U.S. History Personalities 1789-1825

FUR TRADE/MOUNTAIN MEN

William Henry Ashley
Charles Bent
William Bent
Kit Carson
Lucien Fontenelle
John Charles Fremont
Moses "Black" Harris
Joe Meek

POTPOURRI

Merriwether Lewis
Sacajawea
Barbara Pirates
Stephen Decatur
Tecumseh
The Prophet
Andrew Jackson
Denmark Vesey
"Mad" Anthony Wayne
William Clark
York
Sally Hemmings
Toussaint Louventure
Felix Grundy
Jean Lafitte
Dominic You
Thomas H. Gallaudet
Mike Fink
John Chapman

U.S. History Personalities 1825-1849

PRESIDENTS

John Quincy Adams
Andrew Jackson
Martin Van Buren
William Henry Harrison
John Tyler
James Knox Polk
Zachary Taylor

POLITICS

Thomas Hart Benton
Winfield Scott
Jefferson Davis
Henry Clay
Daniel Webster
Lewis Cass
Cassius Clay

WESTWARD MOVERS

James Bowie
William B. Travis
Marengo Whitman
Sam Houston
Jim Bookwourth
Kit Carson
Brigham Young
Nathaniel J. Wyeth
David Crockett
Stephen F. Austin
James Marshall
John A. Sutter
Antonio De Santa Anna
Hall Jackson Kelley
Joseph Smith

MUSIC

Stephen Foster
Samuel F. Smith
George P. Morris

POTPOURRI

Mike Fink
Sam Patch (Daredevil)
Osceola
Sequoya (George Gist)
Black Hawk
Nicholas Biddle

POTPOURRI

Charles Goodyear
Nat Turner
Sam Colt
Sarah Hale

PRESIDENTIAL WIVES

Louisa Catherine Johnson
Rachel Donelson Robards
Hannah Hoes
Anna Tuthill Symmes
Letitia Christian
Julia Gardinier
Sarah Childress
Margaret Mackall Smith

VICE PRESIDENTS

John Caldwell Calhoun
Richard M. Johnson
George M. Dallas
Williard Fillmore

LITERATURE

James Fenimore Cooper
E.Z.C. Judson (Ned Buntline)
Ralph Waldo Emerson
William Cullen Bryant
Timothy Flint
Lydia Marie Child
Nathaniel Hawthorne
Alexander Dumas
Henry Thoreau
Victor Hugo
William Makepeace Thackery
Jacob Abbott
Charles Dickens
Edgar Allen Poe
Francis Parkman
Samuel Woodworth
Johann Wyss
Richard Henry Dana
James Russell Lowell
Emily and Charlotte Bronte
Alfred, Lord Tennyson

U.S. History Personalities 1825-1849

ART

Thomas Sully
George Catlin
John Quidor
John W. Ehninger
Geroge Caleb Bingham
Winslow Homer
Richard Hicks
John James Audubon

THEATER

Mary Ann Duff
James Murdoch
Junius Brutus Booth
Henry Wallack
Edwin Forrest
Edmund Kean
James Henry Hackett
Lester Wallack
Charlotte Graham
Charles Kean
Charles Mattews, the Elder
Thomas Placide
James William Wallack
Thomas Hilson

REFORMERS

Ernestine L. Rose
Frances Anne Kemble
Frances Wright
Lucretia Mott
Elizabeth Cady Stanton
Emma Hart Willard
Catherine Esther Beecher
Mary Lyon
Elizabeth Blackwell
Dorothea Dix
Elihu Burritt
William Lass
Robert Owen
Horace Mann
Henry Barnard
Calvin E. Stowe
Caleb Mills
John Swett
Emma Williard
Mary Jane Patterson
Ben Lundy

REFORMERS

David Walker
William Lloud Garrison
Angelina and Sarah Grimke
Frederick Douglass
Henry Garnett
James Forten
Robert Purvis
Harriet Tubman
Prudence Crandall
SoJourner Truth
Henry David Thoreau
Ralph Waldo Emerson
Walt Whitman
David Lowe Dodge
John Noyes
Harriet Hunt
Susan B. Anthony
Benjamin Rush
Thomas Gallaudet
Samuel Howe
Neal Dow
Elijah P. Lovejoy

U.S. History Personalities 1850-1865

PRESIDENTS

Zachary Taylor
Millard Fillmore
Franklin Pierch
James Buchanan
Abraham Lincoln
Andrew Johnson

VICE PRESIDENTS

William R. King
John C. Breckinridge
Hannibal Hamlin

SPORTS

John C. Morrissey
Yankee Sullivan
John C. Heenan
Joe Colburn
Mike McCool

UNION MILITARY

Ulysses S. Grant
William Tecumseh Sherman
George "Pap" Thomas
Henry Halleck
George B. McClellan
Ambrose Burnside
Joe Hooker
David Farragut
Phil Sheridan
George G. Meade
Benjamin Grierson

MUSIC

Jenny Lind
Stephen Foster
Daniel Ward Howe
Patrick Gilmore

THEATER

Laura Keane
Junius Brutus Booth

THEATER

Edwin Booth
John Wilkes Booth
Adah Isaacs Menken
Lola Montex
John Drew Sr.
Edward A. Sothern
Joseph Jefferson II
Adelaide Neilsen

PRESIDENTIAL WIVES

Margaret Mackall Smith
Abigail Power
Caroline Carmichael McIntosh
James Means Appleton
Mary Todd

POLITICS

Stephen A. Douglas
Roger B. Taney
Charles Summer
Alexander H. Stephens
Edwin Stanton
William Seward
William Lowndes Yancey
Jefferson Davis

CONFEDERATE MILITARY

Robert E. Lee
Thomas J. "Stonewall" Jackson
J. E. B. Stuart
Albert Sidney Johnson
Joe E. Johnston
P. G. T. Beauregard
George Pickett
John Hunt Morgan
Nathan Bedford Forrest

POTPOURRI

Brigham Young
Matthew Perry
Dred Scott
John Brown

REMEMBER THAT MANY OF THOSE FOUND ON PREVIOUS PERSONALITY SHEETS ARE STILL ACTIVE.

U.S. History Personalities 1850-1865

POTPOURRI

Mary Surratt
Henry Ward Beecher

WESTERN MOVERS

John Charles Fremont
Isaac C. Parker
Charles Goodnight
Oliver Loving
John Chisum
Samuel Maverick
Joaquin Murieta
Tom Candy Ponting
Mangas Colorado
Cochise

LITERATURE

Harriet Beecher Stowe
Walt Whitman
Jules Verne
Herman Melville
Charles Dickens
Mary Mapes Dodge
Victor Hugo
Charles Darwin
Horatio Alger, Jr.
John Greenleaf Whittier
Nathaniel Hawthorne
Elizabeth Barrett Browning
Henry Thoreau
Edward Everett Hale
Henrik Ibsen
Gustave Flaubert
Beadle Dime Novels

U.S. History Personalities 1865-1881

PRESIDENTS

Andrew Johnson
Ulysses S. Grant
Rutherford B. Hayes
James A. Garfield
Chester A. Arthur

VICE PRESIDENTS

Schuyler Colfax
Henry Wilson
William A. Wheeler

INVENTORS

Samuel P. B. Morse
Thomas Alva Edison
Alexander Graham Bell
Christopher Sholes
George Washington Carver
Henry Ford
Eli Whitney
John Wesley Hyatt

LITERATURE

Horace Greeley
Lew Wallace
James Whitcomb Riley
Edward Eggleston
Joel Chandler Harris
Louisa May Alcott
Thomas Hardy
Mark Twain
Richard Blackmore
Bret Harte
Lewis Carroll
Wilkie Collins
Fyodor Dostoevski

POLITICS

Horatio Seymour
Samuel Tilden
Edwin Stanton
William Marcy Tweed

PRESIDENTIAL WIVES

Eliza McCardle
Julia Boggs Dent
Lucy Ware Webb
Lucretia Randolph
Ellen Lewis Herndon

THEATER

Frank Mayo
Charles Goghlan
John T. Raymond
Vokes Family
Worrell Sisters
Henry James Montague
John E. McCullough
Edward Harrington
Bronson Howard
Augustin Daly

POTPOURRI

Thomas Nast
Anthony Comstock (censorship)
Tom King
Jem Mace
Edwin E. Drake
John D. Rockefeller
Andrew Carnegie
Jim Fish
Jay Gould
John Muir

TERMS

Jim Crow
Black Codes
Carpetbaggers
Scalawags
Freedmen's Bureau
Ku Klux Klan
Knights of the White Camelia
Sharecropper
Solid South
Literacy Test
Poll Tax
Grandfather clause
Credit Mobilier
Immigration

U.S. History Personalities 1865-1881

AMERICAN WEST

George Armstrong Custer
Clay Allison
William Bonney (Antrim/McCarty)
Sam Bass
William "Bat" Masterson
Ben Thompson
Dr. John H. Holliday
Martha Jane Canary
Dalton Brothers
Annie Oakley
Quanah Parker
Joseph G. McCoy
Crazy Horse
Sitting Bull
John Wesley Hardin
James Butler Hickok
Earp Brothers (Wyatt, Morgan, Virgil)
William F. Cody
Jesse James
Pat Garrett
Butch Cassidy
John King Fisher
Cullen Baker
William Langley

PRESIDENTS OF THE UNITED STATES

George Washington
John Adams
Thomas Jefferson
James Madison
James Monroe
John Quincy Adams
Andrew Jackson
Martin Van Buren
William Henry Harrison
John Tyler
James K. Polk
Zachary Taylor
Millard Fillmore
Franklin Pierce
James Buchanan
Abraham Lincoln
Andrew Johnson
Ulysses S. Grant
Rutherford B. Hayes
James A. Garfield
Chester A. Arthur
Grover Cleveland
Benjamin Harrison
Grover Cleveland
William McKinley
Theodore Roosevelt
William Howard Taft
Thomas Woodrow Wilson
Warren G. Harding
Calvin Coolidge
Herbert Hoover
Franklin Delano Roosevelt
Harry S. Truman
Dwight D. Eisenhower
John F. Kennedy
Lyndon B. Johnson
Richard M. Nixon
Gerald R. Ford
James E. Carter
Ronald W. Reagan

INDIANA GOVERNORS (1816-Present)

Jonathan Jennings
Ratliff Boon
William Hendricks
James B. Ray
Noah Noble
David Wallace
Samuel Bigger
James Whitcomb
Paris C. Dunning
Joseph A. Wright
Ashbel P. Willard
Abraham A. Hammond
Henry Smith Lane
Oliver P. Morton
Conrad Baker
Thomas A. Hendricks
James D. Williams
Isaac P. Gray
Alvin P. Hovey
Ira Joy Chase
Claude Matthews
James A. Mount
Winfield T. Durbin
J. Frank Hanly
Thomas R. Marshall
Samuel M. Ralston
James P. Goodrich
Warren T. McCray
Emmett Forest Branch
Ed Jackson
Harry G. Leslie
Paul V. McNutt
M. Clifford Townsend
Henry F. Schricker
Ralph F. Gates
Henry F. Schricker
George N. Craig
Harold W. Handley
Matthew E. Welsh
Roger D. Branigin
Edgar D. Whitcomb
Otis R. Bowen
Robert D. Orr

EVANSVILLE MAYORS (1847-Present)

James G. Jones
John S. Hopkins
John Hewson
William Backer
William H. Walker
Eccles G. Van Riper
William Baker
Charles H. Butterfield
John J. Kleiner
Thomas H. Bridwell
John H. Dannettell
Nicholas M. Goodlett
A.C. Hawkins
William M. Akin
Charles G. Covert
John W. Boehne
John J. Nolan
Charles F. Heilman
Benjamin Bosse
William H. Elmendorf
Herbert Males
Frank W. Griese
William H. Dress
Manson Reichert
William H. Dress
Edwin F. Diekmann
Henry O. Roberts
R. Vance Hartke
William Davidson
Frank McDonald
Russell Lloyd
Michael Vandeveer
Frank McDonald II

19C

SOURCES

	UNIT			
	1	2	3	4
1. Adams, J. T.				
Dictionary of American History (6 vols.)	x	x	x	x
Atlas of American History	x	x	x	x
2. Alden, John Richard				
The American Revolution	x			
3. American Heritage				
Making of the Nation	x	x		
Book of Indians	x			
The Civil War			x	x
Picture History of the Civil War			x	x
4. Bakeless				
Eyes of Discovery: N. Am. As Seen by First Explorers	x			
Turncoats, Traitors, and Heroes	x	x	x	x
5. Barck, Oscar and Hugh Lefler				
Colonial America	x	x		
6. Bemis, Samuel Flagg				
The Diplomacy of the American Revolution	x			
7. Billington, Ray A.				
Westward Expansion	x	x	x	x
8. Bishop, Jim				
The Day Lincoln Was Shot				x
The Day Kennedy Was Shot				x
9. Boorstin, Daniel J.				
The Americans: The Colonial Experience	x	x		
The Americans: The National Experience	x	x	x	
The Americans: The Democratic Experience			x	x
10. Bowen, Catherine Drinker				
Miracle at Philadelphia	x			
11. Brodie, Fawn				
Thomas Jefferson: An Intimate History	x	x	x	
12. Brown, Richard C., ed.				
The Human Side of American History	x	x	x	x
13. Carter, Hodding				
The Angry Scar				x
14. Catton, Bruce				
Two Roads to Sumter				x
This Hallowed Ground				x
America Goes to War				x

Sources cont.

	UNIT			
	1	2	3	4
Banners at Shenandoah				x
Mr. Lincoln's Army				x
Glory Road				x
A Stillness at Appomattox				x
The Coming Fury				x
Terrible Swift Sword				x
Never Call Retreat				x
15. Charnwood, Lord				
Abraham Lincoln			x	x
16. Commager, Henry Steele, ed.				
Documents of American History	x	x	x	x
The Blue and the Gray				x
17. DeVoto, Bernard				
The Course of Empire (Exploration)	x			
The Journal of Lewis and Clark	x		x	
19. Eckert, Allan W.				
The Frontiersman	x	x		
Wilderness Empire	x	x		
The Conquerors	x	x		
The Wilderness War	x	x		
Gateway to Empire	x	x		
Blue Jacket	x	x		
20. Farrand, Max				
The Framing of the Constitution of the U.S.		x		
21. Forbes, Esther				
Paul Revere and the World He Lived in	x	x		
Johnny Tremain				
22. Franklin, Benjamin				
Autobiography and Other Writings	x	x		
23. Franklin, John Hope				
From Slavery to Freedom	x	x	x	x
24. Freeman, Douglas Southall				
Lee's Lieutenants (3 vols.)				x
25. Goldston, Robert				
The Russian Revolution	x			
The Life and Death of Nazi Germany	x			
The Civil War in Spain	x			
The Rise of Red China	x			
The Great Depression	x			
Communism: A Narrative History	x			

Sources cont.

	UNIT			
	1	2	3	4
26. Goodman, Paul, ed.				
The Federalists vs The Jeffersonian Republic		x	x	
27. Grey, Zane				
The Spirit of the Border	x	x		
The Last Ranger (Betty Zane)	x	x		
The Last Trail	x	x		
28. Hamilton, A., James Madison, and John Jay				
The Federalist Papers		x	x	
29. Halberstam, David				
The Best and the Brightest (Vietnam)	x			
30. Hofstadter, Richard				
Great Issues in Am. History: Settlement to Revolution	x			
Great Issues in Am. History: Revolution to Civil War	x	x		
Great Issues in Am. History: Civil War to Present		x	x	x
America at 1750: A Social Portrait	x			
The American Political Tradition		x	x	x
31. Jakes, John				
The American Bicentennial Series (8 vols.)	x	x	x	x
North and South			x	x
Love and War			x	x
32. James, Marquis				
Andrew Jackson; The Border Captain			x	
Andrew Jackson, Portrait of a President			x	
The Raven (Sam Houston, Texas Rev.)			x	
33. Kane, Joseph Nathan				
Facts About the President		x	x	
34. Kantor, McKinlay				
If the South Had Won the Civil War				x
35. L'Amour, Louis				
Sackett, Talon, Chantry Novels	x	x	x	x
36. Lengyel, Cornel				
Four Days in July	x	x		
37. Malone, Dumas				
Jefferson the Virginian		x	x	
38. McKitrick, Eric L.				
Slavery Defended				x

Sources cont.

		UNIT			
		1	2	3	4
39.	Morison, Samuel Eliot				
	The Oxford History of the American People	x	x	x	x
	Admiral of the Ocean Sea (2 vols.)	x			
	Christopher Columbus, Mariner	x			
	The European Discovery of America: The Northern Voyages, A.D. 500-1600	x			
	The European Discovery of America: The Southern Voyages, A.D. 1492-1616	x			
40.	Morison, S.E. and Henry Steele Commager				
	The Growth of the American Republic	x	x		
41.	Moore, Frank, compiler				
	The Diary of the American Revolution	x			
42.	Nevins, Allan				
	Ordeal of the Union (2 vols.)				x
43.	Olmstead, Frederick Law				
	The Cotton Kingdom			x	x
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